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ABSTRACT

A study was conducted to determine the organizational structure and tasks of the research, planning, and development (RPD) units within each of the 16 districts of the Wisconsin Vocational, Technical, and Adult Education (VTAE) System. For purposes of comparison, data were also collected from non-Wisconsin community colleges and technical institutes offering similar occupational programs. The study sought specifically to determine the extent to which RPD tasks are performed by discrete RPD units or by other personnel throughout the institution; the institutional level at which RPD tasks are performed; the types of RPD tasks performed by personnel in VTAE districts compared with the tasks of personnel in non-Wisconsin districts; and the types of RPD tasks performed by RPD personnel in VTAE districts compared with the tasks of RPD personnel in non-Wisconsin districts. A survey questionnaire was mailed to all of the Wisconsin VTAE districts, and to 10% of the non-Wisconsin districts selected at random. All 16 Wisconsin VTAE districts responded, along with 41 (67.5%) of the 65 non-Wisconsin institutions surveyed for a total response rate of 70%. Study findings included the following: (1) 63% of Wisconsin VTAE districts and 37% of the non-Wisconsin districts had one unit responsible for all three RPD functions; (2) for Wisconsin districts more RPD functions were administered at the first level below the chief executive officer (CEO), while for non-Wisconsin districts more were administered at the second level below the CEO; and (3) more RPD tasks were performed by RPD staff at Wisconsin districts than at non-Wisconsin districts. The survey instrument and a literature review are included in the study report. (PAA)

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# ORGANIZATION PLACEMENT AND RESPONSIBILITIES OF RESEARCH, PLANNING, AND DEVELOPMENT WITHIN THE WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM AND OUT-OF-STATE COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

by

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# CHAPTER 1

## Introduction

The Wisconsin Vocational, Technical and Adult Education (VTAE) System was developed to train postsecondary school persons (age 16 and over) for the world of work. This mission, based on 1965 and 1971 efforts, was restated in the Wisconsin Statutes (1975, Chapter 38:1) ". . . programs with specific orientation below the baccalaureate level . . ." (see Appendix A). The mission continues to be important for all vocational education agencies as Asche and Vogler (1980:16) stated, "The long-term goal of vocational education is to meet the manpower needs of the state and nation. The needs have been construed to mean sufficient quantity of trained persons for the labor force." To accomplish this, legislation was passed in 1965 to organize the occupational education system composed of eighteen districts by 1970. One of the districts was the Lakeshore Vocational, Technical and Adult Education (VTAE) District, also known as Lakeshore Technical Institute (LTI) (see Appendix B).

The number of districts established by 1965 legislation was challenged because of distances to travel, other boundaries, etc. The results of these challenges, hearings, etc., evolved a system composed of the present sixteen-district structures (see Appendix C).

1. Less-than-one-year, one-year, and two-year vocational diploma programs.

2. Two-year associate degree programs.

3. Apprenticeship training programs.
4. Adult and continuing education programs.
5. Short-term programs.
6. Seminar-type programs.
7. Farm training programs.
8. Consumer topics programs.
9. Technical assistance programs.

The organizational structure required to administer such a diversity of educational programs is complex. It is also important that the organizational structure be responsive to changes and trends in the work force needs, technology, etc. Included in this structure must be provisions for research, planning, and resource development (often referred to as "development") functions.

The research, planning, and development (RPD) functions are necessary to provide a basis for continuous, effective, and efficient delivery of educational programs and services. The data and information provided as a result of these interrelated functions are important ingredients in making decisions regarding the offerings of educational programs and services.

## Statement of the Problem

The Research Coordinating Unit (RCU) of the Wisconsin VTAE System did not have accurate information that indicated the present organizational level of district personnel responsible for performing the research, planning, and development (RPD) functions nor the level of activities/tasks (referred to as tasks) actually performed by district

RPD units. The district organization was suggested in 1968 (see Appendix D) when the system was being organized, and each district followed the suggestion as it organized. However, changes in philosophies, personnel, and needs have resulted in differing administrative positions and roles in each district. One of the original administrative positions affected most was that of Research, Planning, and Development Administrator.

## Purpose of the Study

The purposes of the study were:

1. To obtain information regarding the organizational placement of the tasks performed by RPD personnel in districts within the Wisconsin VTAE System. The results of the study provided each district with a basis for evaluating its RPD unit in terms of organizational placement and tasks performed. The results also enabled better communication regarding RPD tasks performed and nature of responsibilities between the Wisconsin Board of VTAE personnel and VTAE district RPD personnel and between/among VTAE districts' personnel.

2. To determine the similarities of organizational placement and tasks performed by Wisconsin RPD personnel and organizational placement and tasks performed by RPD personnel of selected non-Wisconsin community colleges and technical institutes offering similar occupational programs. The results were to be used to determine if the organizational placement and activities performed by RPD personnel in the Wisconsin VTAE System were similar to those in the selected non-Wisconsin community colleges and technical institutes.

The results will be useful in making decisions regarding the district's future organizational structure and the assignment of tasks to be performed by RPD personnel.

## Research Questions

The following questions were addressed in this study:

1. To what extent are RPD tasks performed by personnel in discrete RPD units within the institution as compared to tasks performed by various personnel throughout the institution?

2. At what organizational level(s) are RPD tasks performed within the institutional structure?

3. Is there a significant difference between the RPD tasks performed by personnel at VTAE districts and the RPD tasks performed by personnel at non-Wisconsin community/junior college and vocational/technical institute districts offering occupational programs?

4. Is there a significant difference between the RPD tasks performed by RPD personnel at Wisconsin VTAE districts and the RPD tasks performed by RPD personnel in non-Wisconsin community/junior college and vocational/technical institute districts offering occupational programs?

## Research Hypotheses

This study was conducted to determine the organizational placement of RPD personnel in community/junior college and vocational/technical institute districts offering occupational programs and tasks performed by these personnel. Therefore, part of the study was designed to collect data regarding placement of RPD personnel within the organizational structure. The other part of the study was designed to collect data to compare the RPD tasks performed by Wisconsin VTAE RPD personnel and tasks performed by non-Wisconsin community/junior college and vocational/technical institute to (hereafter referred to as non-Wisconsin two-year postsecondary school districts or non-Wisconsin districts) RPD personnel.

The research hypotheses developed for this study were:

1. There is no significant difference between the proportion of Wisconsin VTAE districts performing each of the functions of research, planning, and resource development and the proportion of the non-Wisconsin two-year postsecondary school districts performing each of the functions of research, planning, and resource development.

2. There is no significant difference between the RPD tasks performed at Wisconsin VTAE districts and the RPD tasks performed at non-Wisconsin two-year postsecondary school districts.

3. There is no significant difference between the RPD tasks performed by Wisconsin VTAE district RPD personnel and the RPD tasks performed by the non-Wisconsin two-year postsecondary school district RPD personnel.

## CHAPTER 2

## Background and Significance

Vocational education began in Wisconsin in 1911. At that time, vocational agriculture and homemaking programs were offered. Secondary school programs were expanded to offer evening and other nonsecondary school hour instruction to farmers and homemakers to assist them in becoming more productive.

During the period between 1911 and 1965, the University of Wisconsin developed an extension division for continuing education in a number of fields. At the same time, legislation enabling municipalities to organize and administer vocational education programs was passed. Statutes were also passed that allowed municipalities over 10,000 population to organize occupational education programs, levy taxes to support these programs, and hire a director to administer these programs. Although the educational opportunities for job preparation were increased, a number of persons were still without these opportunities because municipalities had populations of less than 10,000 and, therefore, were not included in the legislation. In addition, there was a lack of standardization as each municipality was responsible for its own offerings.

In 1965, the Wisconsin legislature passed legislation to create a uniform system of public vocational, technical, and adult education

available to all persons over the age of 16 within the state. The educational offerings were to be financed primarily by local taxes, student fees, and state aids.

> Legislation was passed in 1965 which directed that the state's sixty-three VTA schools be organized into a number of separate school districts. The entire state must be served by these districts as of July 1, 1970. The primary motivating factors that led to the legislation were that the state's citizens deserved higher quality vocational, technical, and adult education programs that the district plan could best promote this quality; and that the school system should become truly statewide in scope (McGown, 1968:1).

The state control and coordination was provided by a state vocational, technical and adult education board. The board hired a state director, a staff of educational consultants, and a support staff of fiscal consultants. This was in accordance with the recommendation made by McGown (1968:45-46) to the Wisconsin Department of Administration in the following:

> The reorganization of the state's sixty-three VTA schools into eighteen separate districts which cover the entire state presents a clear opportunity for the system to become a more vital link in higher education. Districts must become well organized. The state office staff must provide the leadership to help the districts realize that this is the most critical challenge faced by the system.
>
> Districts must obtain a solid administrative staff that not only provides adequate educational opportunities within its boundaries but also is keenly aware of needs and purposes of all higher educational institutions. It is the responsibility of the state board staff to help districts reach this degree of maturity.

Each district was also given a basic organizational structure for administration of its educational programs. The district organization was based on a proposal prepared by the Department of Administration, Wisconsin Bureau of Budget and Management, in May 1968. The

operation of each district was to be carried out by a chief administrative officer called the district director. The district director was to be assisted by four administrators: (1) administrator--administrative services, (2) administrator--school services, (3) administrator--field services, and (4) administrator--research and planning (see Proposed District Organization in Appendix D).

Because the VTAE system was in its infancy, the functions of research, planning, and development (RPD) were enumerated in Wisconsin Board of VTAE Research Coordinating Unit (WBVTAE-RCU) publications. The functions of the RPD Unit as stipulated by the Wisconsin Board of Vocational, Technical and Adult Education (1968, Appendix C) were to "stimulate, coordinate, and direct research and planning activities" and to "collect, analyze, interpret, and present reports and other information needed in planning, assessing progress, and evaluating effectiveness." RPD personnel were also to have an impact on instruction. THE WBVTAE (1968, Appendix C) addressed the function of the RPD unit in instructional relevance in the following statement, "Another function was to conduct studies to determine need for new and continuing programs."

The state of Wisconsin outlined the role of the RPD unit of the districts. The Wisconsin Department of Administration guidelines written by McGown (1968:35) included the following:

> The planning function at the district level must work closely with the state VTA planning office in Madison to develop clear, concise plans which are projected over a reasonable time period and which are realistic in terms of the capacity of the district to financially support the programs. Research activities should compliment the planning effort and become an integral part of the systems.

It appeared logical to McGown to include the planning function and the institutional research function within the same organizational unit. Several other writers have also indicated the relationship that can legitimately exist between the research function and the planning function and why a number of institutions have incorporated both into the same organizational unit. Hull, Frazier, and Stevenson (1968:12) noted that "Research is a function of program planning and development. It is designed to facilitate change and improvement in vocational education as interpreted by congress in the 1968 amendments."

Others did not accept the similarity between the research function and the planning function and, therefore, would not have the two in one organizational unit. This group, represented by Saupe and Montgomery (1970:2), separated the two but showed the relationship between them:

> Long-range planning and institutional research are not identical functions. Planning focuses upon goals and purposes and methods for achieving them. Institutional research collects, analyzes, interprets, and reports information. However, institutional research can be viewed as a resource for planning.

The Wisconsin Board of VTAE (WBVTAE) continued to make reference then to RPD administrators and their functions in the VTAE system similar to those stated by McGown in 1968. A WBVTAE (1974:5) publication states, "The main functions of research, planning, and development administrators in the VTAE system are institutional research, federal project writing, planning, and special assignments."

Statements such as those from the previous literature citations provided the basis for organizing and operating the district RPD units

within the Wisconsin VTAE System from its inception in 1965. Recently, however, a number of districts have reorganized their district administrative structure to meet new challenges and responsibilities. This became evident as the composition of the Research and Planning Committee of the Wisconsin VTAE Administrators Association began to include representatives with titles such as curriculum specialist, research supervisor, etc., replacing the title of research administrator from a number of districts.

With the change in the membership composition came concern regarding performance of RPD functions within the VTAE districts. The concerns expressed by state and district staffs included: to what extent was change in the organizational level of persons responsible for RPD functions occurring, and what was the effect of the change on RPD activities/tasks and nature of responsibility in performing each of the activities/tasks?

## Review of Related Literature

The proper role for an institutional researcher was probably summarized most succinctly by Sheehan. He notes these four points of human interaction as:

1. The conceptualization and formulation as well as the interpretation of the request for information (decision maker to analyst).

2. The formulation, interpretation, and development of the study analysis, experimentation, and testing (analyst to technician).

3. The presentation, appreciation, and evaluation of the results of step two (technician to analyst).

4. The presentation, appreciation, and evaluation of the alternatives, ramifications, and strategies (analyst to decision maker) (Sheehan, 1977:95).

When Baratta (1981:53) indicated that evaluation of educational programs and services was a major task for the institutional researcher, she insisted that "The office of institutional research is responsible for designing, collecting, analyzing, and scheduling the evaluation." Cherdack (1980:7) expressed a similar view in ". . . the role of the researcher in institutional vitality and accountability. A key area is the program evaluation process."

Perry (197:489-490) supported the institutional researcher's role as program evaluator as he wrote: "If the institutional research is to fulfill its role as a third force vital to the future of higher education, it must move in the direction of demonstrating competence at evaluation of academic programs." Evaluation is important in providing direction for the institution. Richardson (1980:57) insisted that "Until we have accurate data about our successes and failures, we will not be sure where we are or where we ought to go."

The RPD unit is involved in a number of diverse research activities. These may be classified in a number of ways. One classification system developed by Hecht (1978:20-30) includes four groups as follows:

1. Conduct or coordinate institutional research studies.
2. Assist staff and community with conduct of research activities.
3. Collect and disseminate research information.
4. Participate in institutional planning and policy making.

Hecht conceded that not all groups of activities were of equal importance at each institution as he continued, "Some of these functions are more important at one college than another or at one time than another within a college." Some will be carried out regularly, some sporadically, and some rarely.

The role of institutional research, planning, and development (RPD) unit functions and levels of functions within the community/junior college and vocational/technical institute districts is different from the role of research within the universities. Institutional research within the community/junior college and vocational/technical institute districts is concerned with the application of principles identified in research to the planning and development functions. The basic research conducted by four-year universities is concerned with identifying new concepts, relationships, etc. Both are important but applicable to different situations. Gross (1975:9) made a clear distinction between the research responsibilities of one- and two-year postsecondary institutions (e.g., community/junior colleges and vocational/technical institutes) and those of the universities as declared, "One thing is clear: Research in the fundamental concepts of a discipline is the province of the university. The community college should concern itself with the application of basic research."

In trying to project the role of the institutional researcher in the future, direction has been obtained from the literature.

Firnberg and Lasher (1979:277) conducted a study of the literature and revealed the following quote from Suslow supporting the importance of institutional research.

> Perhaps long-range planning should become the focal point for institutional research efforts (Saupe and Montgomery, 1972). Unless the researcher stops short of implementation in the planning process, he relinquishes his influence as an objective evaluator and he assumes a partisan role (Suslow, 1972).

They emphatically stated that they saw the demise of the institutional researcher if the RPD unit did not provide the data necessary for decision making in the future. The works of others including Russell were used to support their contention.

> John Dole Russell stressed that institutional research should focus on administrative analysis which supports decisions concerning institutional policy and procedures. The Russell Model, in recent years, has been the predominant one (Firnberg and Lasher, 1979:275).

Firnberg and Lasher continued with the description of urgency of the situation in which the institutional researcher is placed. The demands of the society for educational programs and services are increasing as the economy and technology continues to change. At the same time, interest in paying for such programs and services is decreasing.

> Institutional researchers should be helping their institutions respond to the demands of the future, assisting institutional executives as they try to solve the critical problems facing them. The need for management information and analysis will become ever more urgent for decision making in the future. In fact, we would argue that institutional researchers must be involved in institutional decisions in the coming years if institutional research is to remain a viable administrative specialty (Firnberg and Lasher, 1979:276-277).

The planning process of the institution continues to provide the need for realistic and valid data collection. More recently, Richardson (1980:54) indicates, "The planning process both justifies the collection of evaluative data and places it in a context of decision sequences and alternatives." He also supports the planning function as being one of the important components for the institutional research as he continued, "Planning, in turn, should be seen as an integral function of institutional research." Cherdack (1980), McGown (1980), and other contemporaries have also supported the relationship of the institutional researcher in the planning process with similar statements.

The institutional researcher is becoming more involved in providing data for decision makers. The need for data is increasingly important as budgets become tighter and needs become greater. The data base for making decisions is being requested more often by decision makers currently than under more favorable economic conditions of the past. Cherdack (1980:7) also expressed how this would affect the researcher as he writes:

> Institutional researchers are beginning to be involved in increasing the efficiency and productivity of their colleges without increasing expenditures . . . . The researcher is beginning to become more involved in assisting in the recruitment and retention of these special target groups . . . . For the researcher, this means that new skills will be required, including utilization of program needs assessments techniques.

Dressel also addressed the role of the institutional researcher in program and service follow-up. He predicted the role will continue to increase in importance as conditions of accountability increase. He wrote:

> Institutional research (in the two-year colleges) has to do with what decision makers needed to know about an institution: its educational objectives, goals, and purposes; environmental factors; processes; and structures to more wisely use its resources, more successfully attain its objectives and goals, and to demonstrate integrity and accountability so doing (Dressel, 1981:237).

Perry stressed that the importance of the institutional researcher's role will be in proportion to the ability to distinguish between what higher education does that is beneficial and that which is not. He declared:

> The institutional researcher must be in a position to not only analyze all of the varying claims which are put forth to describe what education is, he must also be able to identify that which is not beneficial to education (Perry, 1979:482).

In making decisions regarding the direction of the institution in its educational programs, the decision makers need information. They no longer can afford the luxury of first collecting needed data when the situation requiring a decision arises. The data collection and storage role is becoming a more important one for the institutional researcher, be it a single person or unit having this responsibility. It is highly questionable if this can be accomplished effectively through the efforts of personnel in a number of different units within the institution. Rice (1979:75) advised:

> Colleges (two year) would be well advised to consider employing a trained full-time institutional researcher to design, implement, and maintain a centralized MIS (Management Information Systems) information clearinghouse.

Rice also referred to Sheehan's (1977) study in making suggestions for the type of person needed to fit his role. He suggested that:

> The person must fit Sheehan's three-hat theory . . . to be able to, as the situation dictates, see a college through the eyes of (1) a decision maker who is asking the questions, (2) an analyst who translates such information into a usable form, and (3) a technician who must gather and properly massage the necessary data elements (Rice, 1979:78).

The role of the RPD within the institution is, to a large extent, dependent on its organizational level placement. Its objectivity and validity of information is also dependent on the level and independence from other institutional areas; e.g., instructional, student services, etc.

The level and independence of operation of an administrative unit within an institution changes over time. After reviewing a number of research studies in college organization, Herson and Friesen (1973:333) concluded:

> Current research suggests that organizations tend to move through distinct growth stages from a more person-centered to a more task-oriented bureaucracy. . . . five major growth stages were found, each similar to a theoretically derived growth period. The colleges progress from having in the early years decentralized decision making, few and "flat" reporting spans, and few structured and controlled activities to having in their later years many "tall" reporting spans and many structured and controlled activities. They moved toward centralized decision making in the middle years and then reverted to decentralize forms in the later years.

The Wisconsin VTAE system seems to be following a similar pattern of maturing. In its early years, the RPD unit was relatively independent in its activities and responsibilities. The present diversity of the RPD functions of placement within the district's organization indicates that districts may be maturing at different rates. This factor may be responsible for a lack of uniformity in placement of personnel responsible for RPD functions within the VTAE district

organizational structure and nature of responsibility in activities/tasks with resulting difficulty in communication between district personnel and Wisconsin Board of VTAE staff members and between/among districts' personnel.

The stage of maturity of an institution was submitted as one reason for the change in the organization level and activities of the RPD unit within the institution. Another possibility is the economic condition of the institution as Gross (1975:9) proposes:

> Some institutions may seem too small to support research and development. Even in larger institutions, assumptions of economy may dictate the division of research and development functions among existing administrative units.

Dressel was interested in placement of the institutional researcher (IR) within the organizational structure and the role that IR should have. He developed the following questions to be used by the institution in establishing the placement and role of IR:

1. Are they centralized functions budgeted by and reporting to the top level administration, or do they serve all segments of the institution (administration, board, faculty, and student body) in defining and organizing data relevant to concerns of these various groups?

2. Are they primarily academic in orientation, primarily related to financial and budget matters; or do they require a balance across all these responsibilities?

3. Are they primarily oriented to studies and analyses pointing to dimensions of a problem, or are they equally concerned with pointing to possible solutions (without contending for a particular one) and providing analyses and projections of implications of various solutions (Dressel, 1981:256)?

Others have also addressed the importance of the organizational level of personnel responsible for the RPD functions and the performance

of activities within a two-year postsecondary school district if the institution is to remain viable in its occupational program offerings. Mehallis (1981:103) emphasizes this strongly in the following statement:

> The institutional research function has evolved to the point where it should be incorporated directly into the decision making structure. It should be utilized by the president and the executive administration for management, planning, and evaluation of the development and attainment of the community college's mission and goals. A proactive approach to administrative decision making will result in the revitalization of the community college as an institution that can offer opportunities for personal growth and advancement to individuals and enhance the quality of life in the community.

It appeared important that the institutional researcher be in a position to prioritize performance of the activities using flexibility and knowledge of decisions to be made. This requirement would indicate that such personnel be at a level to have knowledge of (1) the decisions to be made, (2) the data needed to make such decisions, (3) how best to collect and analyze the data, and (4) when it needs to be collected. Ideally, the RPD administrator position should be under the direction of the chief executive officer. Richardson's (1980:50-51) concern for uncertainty of the position's future stems from its placement and authority in some institutions as he suggests that "Institutional researchers need to be able to give priority attention to planning, evaluating, and collection and analysis of management information." This priority attention cannot be given if the position is not at a level at which the needs and direction of the institution are known early in the decision making process.

## Significance

The results of this study were helpful to the Wisconsin VTAE system in identifying and comparing the placement of the functions of research, planning, and development within each of the Wisconsin VTAE districts. The identification of the tasks performed by RPD personnel of each of the Wisconsin VTAE districts was helpful in fostering communication between Wisconsin VTAE RCU personnel and VTAE district RPD personnel and between/among RPD personnel from the various VTAE districts.

The results of the study were valuable in providing a basis of comparison for use by individual Wisconsin VTAE districts (e.g., Lakeshore VTAE District, etc.) in evaluating the RPD unit's level of placement within the organizational structure. The results were also useful to the Wisconsin VTAE district directors and RCU in determining if the tasks performed by Wisconsin VTAE districts' staff and RPD staff have kept pace with the maturing of institutions and with the needs for unbiased, valid information important to decision making in an era of increased demands for educational programs and services and shrinking financial support.

CHAPTER 3

Procedures

## Definition of Terms

For the purpose of this study, the following definitions were used:

Activity - One of a number of actions required to complete a function. These are relatively narrow in scope. This action is also referred to as "task" in this report.

Administrative Services - The organizational unit of an institution responsible for administering those services utilized in the conduct of the general coordination and supervision of programs and services provided by an institution. These include research, data processing, secretarial, etc.

Community/Junior College - A regional, postsecondary public institution offering one- and/or two-year vocational and technical level occupational programs below the baccalaureate level. The institution is a component of a regional or state system for delivery of occupational education.

Development - The sphere of activities/tasks related to identifying funding sources; developing proposals; and implementing programs, services, etc., using grants, awards, etc., to fund the programs and services. This is also referred to as "resource development" in this report.

Field Services - The organizational unit of an institution responsible for administering the adult and continuing education programs and services.

Full-time Equivalent Student (FTE) - The total number of student hours of credits reported to the state educational agency divided by the equivalent to that one full-time student as defined by the state educational agency.

Function - A sphere of activities/tasks in a specific area; e.g., research, planning, development, etc.

Institutional Research - "A multidisciplinary profession or administrative unit using relevant techniques in an analytical approach to institutional governance and general problems of higher education" (Lyons, 1876:3).

Lakeshore Vocational, Technical and Adult Education (VTAE) District - One of sixteen geographic districts within the Wisconsin VTAE system. Its boundary includes the boundaries of eighteen public high school districts in east-central Wisconsin.

Planning Function - A sphere of activities/tasks related to the "process whereby once an intended or projected outcome is determined, procedures and activities are established in order to bring about successful attainment of the objective" (Mehallis, 1981:100).

Research Function - A sphere of activities/tasks related to the "process designed to assist institutions in: (1) defining their goals and purposes, (2) identifying programs and policies that meet these goals and purposes, (3) evaluating programs to find out if they are

useful to the institution, and (4) mapping the flow of resources to determine the cost effectiveness of college programs" (Afred and Ivans, 1978:2).

Research and Planning Committee - A committee of the Wisconsin VTAE Administrators Association comprised of the research and planning administrator or designee from each of the sixteen districts.

Research Coordinating Unit (RCU) - The unit of the Wisconsin Board of VTAE responsible for conducting and coordinating research activities for the VTAE system and distributing research results to the sixteen districts. Other states have a similar unit.

Research, Planning, and Development (RPD or R and D Unit) - The organizational unit of each school district responsible for conducting the activities/tasks within the functions of research, planning, and development.

Resource Development - The sphere of acitvities/tasks related to identifying funding sources; developing proposals; and implementing programs, services, etc., using grants, awards, etc., to fund the programs and services. Also referred to as "development" for short.

Student Services - That organizational unit responsible for services provided to students, including registration, counseling, testing, etc.

Vocational-Technical Institutes/Schools - Accredited postsecondary public schools offering one and/or two-year vocational and

technical level occupational training programs below the baccalaureate level. These are components of a state or regional occupational program delivery system.

Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) - The governmental body having the legislated mission of overseeing vocational, technical, and adult education within the state of Wisconsin.

Wisconsin Vocational, Technical, and Adult Education Administrators Association - The organization of district administrators within the Wisconsin VTAE system. One district administrator or designee from each of the following positions is a member: district director, administrative services, adult and continuing education, instructional services, research and planning, and student services.

Wisconsin Vocational, Technical and Adult Education (VTAE) System - Legislated organization of sixteen autonomous public two-year postsecondary school districts charged with the responsibility of offering vocational, technical, and adult education below the baccalaureate level to all persons in the state. Each district has autonomy by virtue of its locally appointed board and its ability to levy taxes for its support. The leadership and direction is provided by a state board and its appointed director. The individual districts are supported by student tuition and fees, state aids, grants and projects, contract awards, and district property taxes.

## Limitations of the Study

The following limitations were identified for the study:

1. Only those tasks within the three functions of research, planning, and development considered important by Wisconsin VTAE RPD committee members were included. These were selected from the compilation of tasks identified in the literature.

2. Only one- and two-year postsecondary school districts offering occupational programs were included in this study. The organizational structure and RPD tasks performed by this type of institution may be different from organizational structure and tasks performed by one- and two-year postsecondary institutions not offering occupational programs and four-year postsecondary institutions.

3. Only the RPD administrator/director or person responsible for institutional research at each institution was requested to provide data. The person provided data even though not directly responsible for one or two of the other functions.

4. The study determined only the number of one- and two-year postsecondary school districts having each function or performing each task. The study did not attempt to determine the quality of performance of each function or task.

## Assumptions of the Study

The following assumptions were made concerning this study:

1. It was assumed that the RPD administrator/director or institutional researcher (IR) was in the best position within the

district organizational structure to provide data regarding the organizational level and performance of RPD tasks performed by institutional personnel.

2. It was assumed that the state RCU director was in the best position to (1) verify the existence of a person currently employed in a position responsible for functions of research, planning, and development or institutional research at the district and (2) assess the quality of the performance of RPD functions in the district.

3. It was assumed that one and two-year postsecondary school districts had similar needs for the performance of RPD tasks.

## Procedures for Collecting the Data

The procedures used in this study included the following:

1. A review of the literature pertaining to the role of institutional research, including the functions of research, planning, and development (RPD), was made. The literature was identified through an Educational Resources Information Center (ERIC) search which identified both Research in Education (RIE) titles and Current Journal in Education (CJIE) titles. Additional resources were identified through local institutional sources, University of Wisconsin-Madison sources, and the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) Research Coordinating Unit (RCU) sources.

2. The sample selected included sixteen Wisconsin districts and sixty-five non-Wisconsin postsecondary community/junior colleges and technical institutes and vocational-technical schools. The study

included 100 percent of the Wisconsin VTAE districts and approximately 10 percent of the non-Wisconsin two-year postsecondary school districts offering occupational programs.

The non-Wisconsin two-year postsecondary school districts were selected at random. The director of the state RCU of the state in which the selected district was located was contacted to verify the existence of an RPD administrator/director and the quality of the RPD functions in the district(s) selected within that state. The verification questions included (1) was a person currently employed in a position responsible for institutional research or functions of research, planning, and development within that district and (2) did the district have a good reputation within the state for conducting RPD functions and activities? A substitute institution from that state was selected if a negative answer to either or both questions was given by the RCU director.

The contact person for each institution was the RPD administrator/director. The names and addresses were supplied by the RCU of the respective state in which the institution was located.

3. A survey type instrument was developed to obtain the data. The instrument was developed by the Research, Planning, and Development Role and Function Subcommittee of the Research Administrators Committee of the Wisconsin VTAE Administrators Association. The instrument (see Appendix E) included items regarding the following:

a. RPD functions performed.

b. School district organization to perform RPD functions.

c. Level(s) at which RPD functions were administered.

d. Title of person(s) responsible for performing RPD functions.

e. Title of person(s) to whom person(s) responsible for performing RPD functions reported.

f. RPD tasks performed by the school/district personnel.

g. RPD tasks performed by RPD unit personnel.

The RPD tasks were grouped according the the following categories:

a. Educational/experimental research studies.

b. Short- and long-range plans.

c. Grantsmanship/application for funds.

d. School/district informational reports.

e. Survey research studies.

f. Institutional/district performance/evaluation.

g. New vocational program development.

h. Information services.

i. Miscellaneous activities and tasks.

4. The validity of the instrument was addressed by submitting the instrument to the Wisconsin Board of VTAE RCU personnel for review. The reliability of the instrument was addressed by submitting the instrument to members of the Research Administrators Committee of the Wisconsin VTAE Administrators Association who were not members of the Role and Function Subcommittee. The instrument was modified in accordance with their suggestions.

5. A mail type survey was utilized in this study. The envelope containing the survey instrument and the cover letter (see Appendix F) was mailed to the RPD administrator/director of each two-year postsecondary school district at the address supplied by the respective state RCU administrator. The cover letter indicated the importance of the study and a response requested by a given date. A postage-paid return envelope was also included with each instrument to facilitate its return.

6. Follow-up of nonrespondent school districts was accomplished by telephone contact. A replacement survey instrument was sent if the original one had not been received or had been misplaced.

## Procedures for Treatment of the Data

The data were sent to the Vocational Study Center at the University of Wisconsin-Stout for tabulation and submission to the statistical treatments. The center had appropriate computer programs and staff available for needed statistical treatments and interpretations.

The proportions and percentages were calculated for responses of the VTAE districts and the non-Wisconsin two-year postsecondary school districts for each item. These were used to designate the level of performance of the functions of research, planning, and development by the VTAE districts and the non-Wisconsin two-year postsecondary school districts. The following calculations were performed:

1. The number and percent of responses indicating each RPD function (e.g., research, planning, and development) performed by the staff of VTAE districts and of non-Wisconsin two-year postsecondary school districts.

2. The number and percent of responses indicating each type of organization for performing the three RPD functions of research, planning, and development for VTAE districts and non-Wisconsin two-year postsecondary school districts.

3. The number and percent of responses indicating each level of administration of the three RPD functions--research, planning, and development for VTAE districts and non-Wisconsin two-year postsecondary districts.

4. The number and percent of responses indicating the title of person(s) responsible for administrating the three RPD functions--research, planning, and development for VTAE districts and non-Wisconsin two-year postsecondary districts.

5. The number and percent of responses indicating the title of each person to whom the person(s) responsible for administrating the RPD functions reported for VTAE districts and non-Wisconsin two-year postsecondary school districts.

6. The number and percent of responses indicating that the school district staff performed the activity for VTAE districts and non-Wisconsin two-year postsecondary school districts.

7. The number and percent of responses indicating that the school district RPD or IR staff performed that activity for VTAE districts and non-Wisconsin two-year postsecondary school districts.

## Hypotheses

In order to complete this study, the following hypotheses were developed.

### Null Hypothesis 1

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing each of the three functions of research, planning, and development and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing each of the three functions.

$H_{0_2} : {}^{P}1_2 = {}^{P}1_2$

### Alternate Hypothesis 1

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing each of the three functions of research, planning, and development and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing each of the three functions.

$H_{A_1} : {}^{P}1_1 = {}^{P}1$

### Null Hypothesis 2

There is no significant difference between the percentage of the Wisconsin VTAE districts having staff performing the RPD tasks and

the percentage of the non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_2} : P_{2_1} = P_{2_2}$

Alternate Hypothesis 2

There is a significant difference between the percentage of the Wisconsin VTAE districts having staff performing the RPD tasks and the percentage of the non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_2} : P_{2_1} = P_{2_2}$

Null Hypothesis 3

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **educational/experimental research** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_3} : P_{3_1} = P_{3_2}$

Alternate Hypothesis 3

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **educational/experimental research** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_3} : P_{3_1} = P_{3_2}$

Null Hypothesis 4

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **short- and long-range plans** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{O_4} : {}^{P}4_1 = {}^{P}4_2$

Alternate Hypothesis 4

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **short- and long-range plans** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_4} : {}^{P}4_1 = {}^{P}4_2$

Null Hypothesis 5

There is no significant difference between the percentage of **grantsmanship/application for funds** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{O_5} : {}^{P}5_1 = {}^{P}5_2$

Alternate Hypothesis 5

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the

**grantsmanship/application for funds** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_5} : P_{5_1} = P_{5_2}$

Null Hypothesis 6

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **school/district informational reports** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_6} : P_{6_1} = P_{6_2}$

Alternate Hypothesis 6

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **school/district informational reports** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_6} : P_{6_1} = P_{6_2}$

Null Hypothesis 7

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **survey research studies** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_7} : P_{7_1} = P_{7_2}$

Alternate Hypothesis 7

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **survey research studies** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_7} : P_{7_1} = P_{7_2}$

Null Hypothesis 8

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **institutional/district performance/evaluation** category and the non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_8} : P_{8_1} = P_{8_2}$

Alternate Hypothesis 8

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **institutional/district performance/evaluation** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_8} : P_{8_1} = P_{8_2}$

Null Hypothesis 9

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **new**

**vocational program development** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{0_9} : P_{9_1} = P_{9_2}$

Alternate Hypothesis 9

There is a significant difference between the percentage of Wisconsin VTAE district having staff performing the tasks in the **new vocational program development** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_9} : P_{9_1} = P_{9_2}$

Null Hypothesis 10

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **informational services** category and the percentage of non-Wisconsin two-year postsecondary districts having staff performing the same tasks.

$H_{0_{10}} : P_{10_1} = P_{10_2}$

Alternate Hypothesis 10

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **informational services** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_{10}} : P_{10_1} = P_{10_2}$

Null Hypothesis 11

There is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **miscellaneous activities and tasks** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{O_{11}} : P_{11_1} = P_{11_2}$

Alternate Hypothesis 11

There is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the **miscellaneous activities and tasks** category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.

$H_{A_{11}} : P_{11_1} = P_{11_2}$

Null Hypothesis 12

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff performing the RPD tasks and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff performing the RPD tasks.

$H_{O_{12}} : P_{12_1} = P_{12_2}$

Alternate Hypothesis 12

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff performing the RPD tasks and

the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff performing the RPD tasks.

$H_{A_{12}} : P_{12_1} = P_{12_2}$

Null Hypothesis 13

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **educational/experimental research** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{O_{13}} : P_{13_1} = P_{13_2}$

Alternate Hypothesis 13

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **educational/experimental research** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{13}} : P_{13_1} = P_{13_2}$

Null Hypothesis 14

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **short- and long-range plans** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{O_{14}} : P_{14_1} = P_{14_2}$

Alternate Hypothesis 14

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **short- and long-range plans** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{14}} : {}^{P}14_1 = {}^{P}14_2$

Null Hypothesis 15

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **grantsmanship/application for funds** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{15}} : {}^{P}15_1 = {}^{P}15_2$

Alternate Hypothesis 15

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **grantsmanship/application for funds** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{15}} : {}^{P}15_1 = {}^{P}15_2$

Null Hypothesis 16

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the

tasks in the **school/district informational reports** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{O_{16}} : P_{16_1} = P_{16_2}$

Alternate Hypothesis 16

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **school/district informational reports** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{16}} : P_{16_1} = P_{16_2}$

Null Hypothesis 17

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **survey research studies** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{O_{17}} : P_{17_1} = P_{17_2}$

Alternate Hypothesis 17

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the

tasks in the **survey research studies** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{17}} : P_{17_1} = P_{17_2}$

Null Hypothesis 18

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **institutional/district performance/evaluation** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{18}} : P_{18_1} = P_{18_2}$

Alternate Hypothesis 18

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **institutional/district performance/evaluation** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{18}} : P_{18_1} = P_{18_2}$

Null Hypothesis 19

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the

tasks in the **new vocational program development** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{19}} : P_{19_1} = P_{19_2}$

Alternate Hypothesis 19

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **new vocational program development** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{19}} : P_{19_1} = P_{19_2}$

Null Hypothesis 20

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **informational services** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{20}} : P_{20_1} = P_{20_2}$

Alternate Hypothesis 20

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the

tasks in the **informational services** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{A_{20}} : {}^{P}20_1 = {}^{P}20_2$

Null Hypothesis 21

There is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **miscellaneous activities and tasks** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{21}} : {}^{P}21_1 = {}^{P}21_2$

Alternate Hypothesis 21

There is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the **miscellaneous activities and tasks** category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.

$H_{0_{21}} : {}^{P}21_1 = {}^{P}21_2$

Statistical Test

The data were submitted to the Z-Test of Proportions (Heinzie, 1980:248). The formula is included in Appendix G. The resulting

z-values were used to determine if there was a significant difference between the percentage of tasks performed at Wisconsin VTAE districts and the percentage of tasks performed at non-Wisconsin districts.

The data were also submitted to the Z-Test of Proportions to determine if there was a significant difference in the Wisconsin VTAE districts and the non-Wisconsin districts in (1) the percentage of districts in which given categories tasks were performed by district staff and (2) the percentage of districts in which given categories of tasks were performed by district RPD or IR staff. The included categories of tasks were:

1. Composite of all categories.
2. Educational/experimental research studies category.
3. Short- and long-range plans category.
4. Grantsmanship/application for funds category.
5. School/district informational reports category.
6. Survey research studies category.
7. Institutional/district performance/evaluation category.
8. New vocational program development category.
9. Information services category.
10. Miscellaneous activities and tasks category.

The decision to reject or fail to reject each null hypothesis, one through twenty-one, was made on the basis of the percentage of district responses indicating performance of functions and tasks within

the functions. The Z-Test of Proportions was used to test each hypothesis with the decision to reject or fail to reject being made at the .05 level of significance for a two-tailed test. The critical z-value was $\pm 1.96$.

# CHAPTER 4

## Results

The study produced results in a number of areas. These are included in the following paragraphs.

Eighty-one surveys were distributed. Sixteen (one per district) were sent to the Wisconsin VTAE district RPD representatives to the Wisconsin VTAE Administrators Association, and sixty-five (one per district) were sent to the institutional research (IR) administrator/director of the randomly selected non-Wisconsin two-year postsecondary school districts. A total of sixty-one (70 percent) completed responses were received (see Appendix H for respondents). Four noncompleted responses were received because the IR position was vacant at that time. Sixteen (100 percent) completed responses were received from the Wisconsin VTAE district group. Forty-one (67.5 percent) completed responses were received from the non-Wisconsin two-year postsecondary school district group. The response data from (1) the Wisconsin VTAE district group and (2) the non-Wisconsin district group were tabulated separately. No composite of the two groups was calculated.

Item one requested an indication regarding which function(s) were performed by the school district staff. The percentage was calculated for each function, research, planning, and development, for each group. The responses and percentages are found in Table 1. The

information in Table 1 indicates that all sixteen (100 percent) VTAE districts had staff performing the functions of research, planning, and development.

Thirty-eight (93 percent) of the non-Wisconsin districts had staff performing the research function, forty-one (100 percent) had staff performing the planning function, and thirty-eight (93 percent) had staff performing the resource development function.

Table 1

Comparison of Number of Wisconsin VTAE and Non-Wisconsin Districts Having Staff Performing Functions of Research, Planning, and Development

| Function | Wisconsin VTAE Districts[1] | | Non-Wisconsin Districts[2] | |
|---|---|---|---|---|
| | No. | % | No. | % |
| Research | 16 | 100 | 38 | 93 |
| Planning | 16 | 100 | 41 | 100 |
| Development | 16 | 100 | 38 | 93 |
| Calculated z-value | | | | 1.62 |
| Critical z-value (.05 level with two-tailed test) | | | | ±1.96 |

[1]--Based on 16 Wisconsin VTAE district responses.

[2]--Based on 41 non-Wisconsin district responses.

To determine if there was a significant difference in the percentage of Wisconsin VTAE districts and the percentage of non-Wisconsin districts having staff performing the functions, Z-Test of Proportions

was used. The Z-Test of Proportions test yielded a z-value of 1.62. The calculated z-value did not exceed the critical z-value +1.96. Therefore, the null hypothesis ($^{H}0_{1}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing each of the three functions of research, planning, and development and the percentage of non-Wisconsin postsecondary school districts having staff performing each of the three functions**--could not be rejected.

The organizational structure of a district for performing the research, planning, and/or development functions is an important consideration. Districts responded to the type of structures each had for performing the three functions. The summary of the organizational structures used in performing the three functions is found in Table 2. Four (25 percent) of the VTAE districts had designated no discrete unit for performing the functions, while five (12 percent) of the non-Wisconsin districts had designated no discrete unit. Ten (63 percent) VTAE districts had designated a discrete unit to perform all three functions, while fifteen (37 percent) of the non-Wisconsin districts used the same organizational structure. Two (13 percent) VTAE districts had designated a discrete unit for performing the functions of research and planning, and the same number had designated a discrete unit for performing the development function. Twenty (49 percent) non-Wisconsin districts had one discrete unit for performing the functions of research and planning and another one for performing the development function. No other organizational structures were used by the VTAE districts; however, three other structures were designated by the non-Wisconsin

districts, (1) one discrete unit for functions of research and development (5 percent), (2) one discrete unit for research (37 percent), and (3) one discrete unit for planning function (24 percent).

Table 2

Comparison of Percentage of Districts Having Each Organizational Structure to Perform RPD Functions

| Organizational Structure for Performing Functions | VTAE District[1] | | Non-Wisconsin Districts[2] | |
|---|---|---|---|---|
| | No. | %[3] | No. | %[3] |
| No particular unit for all three functions | 4 | 25 | 5 | 12 |
| One unit for all three functions | 10 | 63 | 15 | 37 |
| One unit for two functions, R and P | 2 | 13 | 20 | 49 |
| One unit for two functions, R and D | 0 | 0 | 2 | 5 |
| One unit for research (R) function | 0 | 0 | 15 | 37 |
| One unit for planning (P) function | 0 | 0 | 10 | 24 |
| One unit for resource development (D) function | 2 | 13 | 20 | 49 |

[1]--Based on 16 responses.

[2]--Based on 41 responses.

[3]--May not total 100 percent because mutiple responses were possible.

The search of related literature revealed the importance of the district's organizational level responsible for the performance of the three functions. The performance of activities at higher organizational levels insures greater credibility and conveys greater importance of the use of results of activities in decision making. These factors are vital in promoting objectivity in making the decisions and in the acceptance of decisions by others.

Table 3 contains the information regarding the organizational level at which each of the functions was administered. The research function (R) was administered most often at the first level below the chief executive officer in VTAE districts with 69 percent of the responses. In seven (44 percent) VTAE districts, the research function was administered at the first line below the chief executive officer; and in four (25 percent) districts, the research function was administered at the staff assistant to the chief executive officer level. The research function was administered at the second line below the chief executive officer level in four (25 percent) of the VTAE districts and at the third line below the chief executive officer in only one (6 percent) VTAE district. No district indicated that research was administered at the chief executive level or districts at various levels.

In sixteen (43 percent) non-Wisconsin districts, the research function was administered at the second line below the chief executive officer level. The next two levels of administration of the research function used most often by the non-Wisconsin districts were first line below the chief executive officer and staff assistant to chief executive

officer being used by eight (22 percent) and seven (19 percent) districts respectively. Each of the other levels of administration of the research function was used in less than 10 percent of the non-Wisconsin districts as at various levels, and at the third line below the chief executive officer were reported by 8 and 3 percent of the districts respectively.

The level of administration used most often by the VTAE districts for the planning function was the first line below the chief executive officer with seven (44 percent) responses. The next most used levels were (1) staff assistant to the chief executive officer by five (31 percent) districts and (2) second level below the chief executive officer by three (19 percent) districts. Administering the planning function at the third line below the chief executive officer was reported by only one VTAE district. No VTAE district indicated that the planning function was administered at the chief executive officer level or at various levels.

In non-Wisconsin districts, the planning function was administered most often at the levels of either staff assistant to the chief executive officer or the first line below the chief executive officer with responses from twelve (30 percent) and eleven (28 percent) districts respectively. The planning function was administered at the second level below the chief executive officer in nine (23 percent) of the non-Wisconsin districts and was administered at the chief executive

Table 3

Comparison of Organizational Levels at Which Each Function Was Administered

| Function and Level | Wisconsin VTAE District[1] No. | % [3] | Non-Wisconsin Districts[2] No. | % [3] |
|---|---|---|---|---|
| **Research** | | | | |
| 1. Chief Executive Officer (CEO) | 0 | 0 | 2 | 5 |
| 2. Staff Assistant to CEO | 4 | 25 | 7 | 19 |
| 3. First line below CEO | 7 | 44 | 8 | 22 |
| 4. Second line below CEO | 4 | 25 | 16 | 43 |
| 5. Third line below CEO | 1 | 6 | 1 | 3 |
| 6. At various levels | 0 | 0 | 3 | 8 |
| **Planning** | | | | |
| 1. Chief Executive Officer | 0 | 0 | 6 | 15 |
| 2. Staff Assistant to CEO | 5 | 31 | 12 | 30 |
| 3. First line below CEO | 7 | 44 | 11 | 28 |
| 4. Second line below | 3 | 19 | 9 | 23 |
| 5. Third line below CEO | 1 | 6 | 1 | 3 |
| 6. At various levels | 0 | 0 | 1 | 3 |
| **Resource Development** | | | | |
| 1. Chief Executive Officer | 1 | 6 | 2 | 5 |
| 2. Staff Assistant to CEO | 5 | 31 | 12 | 32 |
| 3. First line below CEO | 4 | 25 | 8 | 21 |
| 4. Second line below CEO | 3 | 19 | 12 | 32 |
| 5. Third line below CEO | 3 | 19 | 2 | 5 |
| 6. At various levels | 0 | 0 | 2 | 5 |

[1]--Based on 16 responses.

[2]--Based on 41 responses.

[3]--May not equal 100 percent because of rounding.

officer level in six (15 percent) districts. It was administered at the third line below the chief executive officers and at various levels equally with each being reported in only one (3 percent) district.

The resource development function was administered at the staff assistant to the chief executive officer level in five (30 percent) VTAE districts. The next most used level of administration was that of the first line below the chief executive officer with four (25 percent) districts indicating this level. Having the development function administered at the second line below and the third line below the chief executive officer were each indicated by three (19 percent) districts. Administering the development function at the chief executive level was indicated by one (6 percent) district. No district indicated that the development function was being administered at various levels.

The non-Wisconsin districts administered the resource development function most often at the staff assistant to the chief executive officer and second line below the chief executive officer levels equally with twelve (32 percent) districts indicating eight (21 percent) of the districts administered the resource development at the first line below the chief executive officer level. Other levels of administering the resource development function, chief executive officer, third line below chief executive officer, and various levels were used by only two (5 percent) of the non-Wisconsin districts.

Item four of the survey instrument requested responses indicating titles of persons responsible for performing the functions of research, planning, and resource development. Responses varied greatly.

The listing of the titles of persons responsible for performing the RPD functions in VTAE districts is included in Table 4. Thirteen separate titles were indicated. Thirteen (81 percent) of the VTAE districts indicated that the word "research" was in the title of the person responsible for performing the research function. The word "curriculum" and no designation were each indicated in one (8 percent) title. In indicating the organizational level, four (33 percent) titles included the word "administrator." Three (25 percent) titles included the word "specialist," and two (16 percent) titles included the words "assistant to the director." The words "assistant director," "coordinator," and "supervisor" were each included in one (8 percent) title.

Eleven separate titles were indicated for VTAE persons performing the planning function. Six (55 percent) titles included the word "planning," and eight (73 percent) included the word "research." Other titles included one each of the word "educational programs" or no area designation. In addition to the area designation in the title, the placement within the organization was also indicated. Six (55 percent) titles listed the word "administrator." Two (18 percent) included the word "coordinator." "Assistant director," "assistant to the director," and "supervisor" were each included in one (9 percent) title.

Thirteen titles were indicated for VTAE persons performing the development function. Nine (69 percent) titles included the word "development," "grants," or "projects"; and five (38 percent) included the word "research." Other titles for VTAE persons performing the development function included the word "public relations," "school," and

Table 4

Titles of Personnel Responsible for Performing
RPD Functions in VTAE Districts

**RESEARCH FUNCTION**

Administrator--Research
Administrator--Research and Marketing Services
Administrator--Research and Planning
Administrator--Research, Planning, and Development
Assistant to the Director--Campus Operations
Assistant Director--Research and Planning
Coordinator--Research, Grants, and Contracts
Curriculum Specialist
Institutional Research and Planning Officer
Research and Planning Specialist
Research Specialist
Supervisor--Research and Planning

**PLANNING FUNCTION**

Administrator--Educational Programs
Administrator--Planning, Development, and Accountability
Administrator--Research and Marketing Services
Administrator--Research and Planning
Administrator--Research, Planning, and Development
Administrator--Research, Planning, Development, and Facilities
Assistant Director--Research, Planning, and Development
Assistant to the Director
Coordinator--Grants, Aids, and Research
Coordinator--Research, Grants, and Contracts
Supervisor--Research and Planning

**DEVELOPMENT FUNCTION**

Administrator--Planning, Development, and Accountability
Administrator--Research and Marketing Services
Administrator--Research, Planning, and Development
Administrator--Research, Planning, Development, and Facilities
Assistant Director--Research, Planning, and Development
Assistant to the Director
Coordinator--Research, Grants, and Contracts
Development Officer
Grants Management Officer
Manager--Planning and Projects
Manager--Resource Development
Public Relations Specialist
School and Community Relations Officer

"community relations" each being indicated in one (8 percent) title. In indicating the level, the word "administration" was included in the title of persons in four (31 percent) districts. The word "officer" was included in three (23 percent) titles; and the words "assistant director," "assistant to the director," "coordinator," and "specialist" were each included in one title.

A listing of titles of personnel responsible for performing the RPD functions in non-Wisconsin districts is included in Table 5. Twelve titles were indicated. Seven (58 percent) titles had the word "research" in them. The words "development," "educational evaluation and marketing research," "planning and MIS," and "productivity center" and a no designation were each indicated in one (9 percent) title. Seven (58 percent) titles included the word "director" to indicate the level within the organization. The levels "assistant to dean," "assistant to president," "associate director," "coordinator," and "vice president" were each included in one (8 percent) title of persons performing the research function in non-Wisconsin districts.

Seventeen titles were indicated for persons responsible for performing the planning function in non-Wisconsin districts. Twelve (71 percent) titles included the word "planning," and three (18 percent) included the word "research." The words "administration," "college services," and "development" were included one (6 percent) each in additional titles. Two (12 percent) titles had no designation of area. Five (29 percent) titles included the word "director" to indicate the level in the organization, and five (29 percent) titles included the

Table 5

Titles of Personnel Responsible for Performing the RPD Functions in Non-Wisconsin Districts

**RESEARCH FUNCTION**

Assistant to Dean of Development
Assistant to President
Associate Director--Productivity Center
Director, Planning and Research
Director of Planning and MIS
Director, Research/of Research
Director, Program Research
Director of Institutional Research
Director of Educational Evaluation and Marketing Research
Director of Research and Computer Education
Research Coordinator
Vice President of Research

**PLANNING FUNCTION**

Administrative Dean--Planning and Development
Assistant to President
Associate Dean--Research, Planning, Development, and Personnel
Dean--Administration and Planning
Dean--College Services
Dean--Development
Dean--Planning and Continuing Services
Director--Administrative Planning
Director--Institutional Planning
Director--Planning and Development
Director--Planning and Management Information Systems
Director--Planning and Research
Manager--Research, Planning, and Reporting
President
Vice President--Administration
Vice President--Planning
Vice President--Planning and Development

**DEVELOPMENT FUNCTION**

Associate Dean--Research, Planning, Development and Personnel
Coordinator--Grants
Dean--College Relations and Development
Dean--College Services
Dean--Development
Director--Finance
Director--Planning and Continuing Services

Table 5 (continued)

| DEVELOPMENT FUNCTION |
| --- |
| Director--Private Development |
| Director--Public Development |
| Director--Resource Development |
| Vice President--Development |
| Vice President--Planning and Development |

word "dean." Three (18 percent) titles included the word "vice president." Other titles included one (6 percent) each of the words "assistant to president," "associate dean," "manager," and "president." Thirteen titles were indicated for persons responsible for performing the development function in non-Wisconsin districts. Eleven (85 percent) titles included a finance-related word; e.g., finance, development, or grants, only one (8 percent) of which included the word "research." Additional titles included the words "college services" and "planning and continuing services," each being included in only one (8 percent) title. The word used to designate the organizational level most often in non-Wisconsin districts was "director," being indicated in six (46 percent) titles. The word "dean" was indicated in three (23 percent) titles and "vice president" in two (15 percent) titles. "Associate dean" and "coordinator" were each indicated in one (8 percent) title.

The level and title of the administrator to whom the staff responsible for performing the RPD functions reported were also requested to determine the variation in the level at which functions were administered and the variation in titles. Table 6 contains a

listing of the levels and titles of administrators to whom staff performing RPD functions are responsible in VTAE districts. Appendix I includes the titles of Wisconsin VTAE district staff responsible for performing each of the RPD functions and the title of the administrator to whom each reports.

Table 6

Levels and Titles of Administrators to Whom Staff Responsible for Performing RPD Functions Report in Wisconsin VTAE Districts

| Function/Title | Number | Percent |
|---|---|---|
| **RESEARCH** | | |
| District Director | 10 | 63 |
| Administrator, Assistant District Director | 6 | 37 |
| **PLANNING** | | |
| District Director | 11 | 69 |
| Administrator, Assistant District Director | 5 | 31 |
| **DEVELOPMENT** | | |
| Board | 1 | 6 |
| District Director | 7 | 44 |
| Administrator, Assistant District Director | 8 | 50 |

The title of administrator to whom staff responsible for performing the research function reported most often was the district director as indicated by responses from ten (63 percent) of the districts. Six (37 percent) districts had staff responsible for performing

the research function reporting to the second level administrator, either an administrator or an assistant director. No other administrative level was indicated.

A greater number of VTAE districts had staff responsible for performing the planning function than performing the research function reporting to the district director as eleven (69 percent) of the districts reported this structure. The other five (31 percent) VTAE districts had staff responsible for performing the planning function reporting to the second level administrator, either an administrator or an assistant director. No other administrative level was indicated.

Staff responsible for performing the resource development function reported to the district director in seven (44 percent) VTAE districts. Eight (50 percent) of the VTAE districts had staff responsible for performing the development function reporting to the second level administrator, either an administrator or an assistant director. Only one (6 percent) VTAE district had staff responsible for the development function reporting directly to the district board.

The listing of levels and titles of administrators to whom staff responsible for performing RPD functions report in non-Wisconsin districts is included in Table 7. Appendix J includes the titles of non-Wisconsin district staff responsible for performing each of the functions and the title of the administrator to whom the person reports. The staff responsible for performing the research function reported to the chief executive officer with titles such as "center director," "dean," and "president" in seventeen (40 percent) districts. Twenty

Table 7

Levels and Titles of Administrators to Whom staff Responsible for Performing RPD Functions Report in Non-Wisconsin Districts

| Function/Title | Number | Percent[1] |
|---|---|---|
| **RESEARCH** | | |
| Center Director, Chancellor, Director, President, Superintendent | 17 | 45 |
| Assistant Chancellor, Assistant Superintendent, Dean, Director, Vice President | 20 | 53 |
| Associate Dean | 1 | 2 |
| Function not performed in district | 3 | 7 |
| **PLANNING** | | |
| Chancellor, President, Superintendent | 23 | 59 |
| Assistant Director, Assistant Superintendent, Vice President | 14 | 36 |
| Board | 2 | 5 |
| Function not performed in district | 2 | 5 |
| **DEVELOPMENT** | | |
| Director, President | 16 | 40 |
| Assistant Chancellor, Assistant Director, Director, Vice President | 20 | 50 |
| Associate Dean | 2 | 5 |
| Board | 1 | 3 |
| Business Manager | 1 | 3 |
| Function not performed in district | 1 | 3 |

[1]May not equal 100 percent because of rounding

(53 percent) districts indicated that staff responsible for performing the research function reported to second level administrators having titles such as "assistant chancellor," "assistant superintendent," "dean," "director," and "vice president"; one (2 percent) district indicated that the staff reported to a third level administrator, an "associate dean." Three (7 percent) districts reported that the research function was not performed by the district.

The titles of administrators to whom staff responsible for performing the planning function reported indicated the chief executive officer level in twenty-three (56 percent) non-Wisconsin districts including titles of "center director," "chancellor," "dean," "director," "president," and "superintendent." Staff performing the planning functions in fourteen (36 percent) districts reported to administrators at the second level including titles of "assistant chancellor," "assistant director," "assistant superintendent," "director," and "vice president." In two (5 percent) districts, the person responsible for the planning function was the "president," who reported directly to the district board.

The titles of administrators at the chief executive officer level to whom staff responsible for performing the resource development function reported in the non-Wisconsin districts at the chief executive level included "director" and "president." Sixteen (40 percent) districts indicated this structure. Those titles of second level administrators to whom staff responsible for performing the development function reported indicated by twenty (50 percent) districts included

"assistant chancellor," "assistant director," "assistant superintendent," "associate dean," "business manager," "director," and "vice president." In two (5 percent) non-Wisconsin districts, the person responsible for the development function was the "president," who reported directly to the district board.

Item five of the survey instrument requested responses indicating which RPD tasks were performed by district staff and, if performed, which tasks were performed by designated RPD staff. The tasks were grouped into the following nine categories:

1. Educational/Experimental Research Studies.
2. Short- and Long-Range Plans.
3. Grantsmanship/Application for Funds.
4. School/District Information Reports.
5. Survey Research Studies.
6. Institutional/District Performance/Evaluation.
7. New Vocational Program Development.
8. Informational Services.
9. Miscellaneous Activities and Tasks.

The responses from the VTAE district group and the non-Wisconsin district group were tabulated separately for (1) each task performed by district staff and (2) each task performed by designated district RPD staff. The summaries of the tabulations for each category are included in Tables 8 and 10 respectively. The tabulations for

z-values of differences between Wisconsin VTAE districts and non-Wisconsin districts for each task performed by district staff and by district RPD staff are included in Tables 9 and 11 respectively.

Information in Table 8 indicates that staff at VTAE districts performed tasks in all categories. The average percentage of tasks in a specified category performed by staff at VTAE districts was at 98 percent or greater for four categories. These were **5.4, School/District Informational Reports** (99 percent); **5.5, Survey Research Studies** (99 percent); **5.7, New Vocational Program Development** (99 percent); and **5.9, Miscellaneous Activities and Tasks** (98 percent). Those categories with an average percentage between 89 percent and 98 percent of the tasks in each category performed by staff in VTAE districts included **5.3, Grantsmanship/Application for Funds** (96 percent); **5.2, Short- and Long-Range Plans** (92 percent); **5.6, Institutional/District Performance Evaluation** (89 percent); and **5.8, Informational Services** (89 percent). The average percentage of tasks performed in the category **5.1, Educational/Experimental Research Studies** (80 percent), was the smallest indicated by VTAE districts.

The average percentage of tasks performed by staff at non-Wisconsin districts at 90 percent or greater included the categories of **5.4, School/District Informational Reports** (94 percent), and **5.3, Grantsmanship Application for Funds** (90 percent). The categories of tasks performed with an average percentage between 80 percent and 89 percent included **5.7, New Vocational Program Development** (88 percent);

Table 8

Average Number[1] of Districts Having Staff Performing Tasks Within Each Category

| No. | Category Name | VTAE No. | VTAE % | Non-Wisconsin No. | Non-Wisconsin % |
|---|---|---|---|---|---|
| 5.1 | Educational/Experimental Research Studies | 13 | 80 | 28 | 68 |
| 5.2 | Short- and Long Range Plans | 15 | 92 | 34 | 83 |
| 5.3 | Grantsmanship/Application for Funds | 15 | 96 | 37 | 90 |
| 5.4 | School/District Informational Reports | 16 | 99 | 39 | 94 |
| 5.5 | Survey Research Studies | 16 | 99 | 34 | 83 |
| 5.6 | Institutional/District Performance Evaluation | 14 | 89 | 34 | 83 |
| 5.7 | New Vocational Program Development | 16 | 99 | 36 | 88 |
| 5.8 | Informational Services | 14 | 89 | 32 | 79 |
| 5.9 | Miscellaneous Activities and Tasks | 16 | 98 | 33 | 81 |

[1]Determined by the formula:

$$\text{Average Number} = \frac{\text{Total District Responses in Category}}{\text{Number of Tasks in Category}}$$

**5.2, Short- and Long-Range Plans** (83 percent); **5.5, Survey Research Studies** (83 percent); **5.6, Institutional/District Performance Evaluation** (83 percent); and **5.9, Miscellaneous Activities and Tasks** (81 percent).

The average percentages for each of the categories of tasks **5.8, Informational Services**, and **5.1, Educational/Experimental Research Studies**, were 79 percent and 68 percent respectively.

The Z-Test of Proportions with the .05 level for a two-tailed test was used to determine whether there was a significant difference between the percentages of RPD tasks performed by staff at VTAE districts and the percentages of those RPD tasks performed by staff at non-Wisconsin two-year postsecondary school districts for the composite of all tasks and for the specified categories of tasks. The calculated z-values are shown in Table 9. The following indicates the z-values and whether a significant difference resulted for the composite of tasks and for each category of tasks. The critical z-value for the .05 level for a two-tailed test is $\pm 1.96$.

The Z-Test of Proportions was used to determine whether the null hypothesis ($H_{0_2}$)--**there is no significant difference between the percentages of Wisconsin VTAE districts having staff performing the RPD tasks and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--could be rejected. The calculated z-value, shown in Table 9, was +7.77 which exceeded the critical value. Therefore, the null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the RPD tasks in all categories and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same RPD tasks.** The positive z-value

indicated that a significantly greater percentage of Wisconsin VTAE districts had staff performing RPD tasks in all categories than did the non-Wisconsin districts.

The Z-Test of Proportions resulted in a z-value of +2.19 as shown in Table 9, which exceeded the critical z-value ($\pm$1.96) when testing the null hypothesis ($^{H}0_{3}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the education/experimental research category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.** The null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the education/experimental research category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform RPD tasks in the education/experimental research category than did the non-Wisconsin district.

The calculated z-value for null hypothesis ($^{H}0_{4}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the short- and long-range plans category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +2.60 which exceeded the critical z-value ($\pm$1.96). The null hypothesis was rejected; **there is a significant difference between the percentage of**

Table 9

Comparisons of Differences of Percentages of Wisconsin VTAE Districts and Percentages of Non-Wisconsin Districts Having Staff Perform RPD Tasks in Various Categories

| | Category | Z-Value[1] | Significant Difference[2] |
|---|---|---|---|
| 5.1 | Educational/Experimental Research Studies | +2.19 | Yes |
| 5.2 | Short- and Long-Range Studies | +2.60 | Yes |
| 5.3 | Grantsmanship/Application for Funds | +1.20 | No |
| 5.4 | School/District Informational Reports | +2.03 | Yes |
| 5.5 | Survey Research Studies | +5.04 | Yes |
| 5.6 | Institutional/District Performance/ Evaluation | +1.13 | No |
| 5.7 | New Vocational Program Development | +2.88 | Yes |
| 5.8 | Information Services | +2.22 | Yes |
| 5.9 | Miscellaneous Activities and Tasks | +4.03 | Yes |
| -- | Composite of All Categories | +7.77 | Yes |

[1](+) Indicates VTAE district percentage greater than non-Wisconsin district percentage; (-) indicates VTAE district percentage less than non-Wisconsin district percentage.

[2]Critical z-value = +1.96 at .05 level of significance with two-tailed test.

**Wisconsin VTAE districts having staff performing the tasks in the short- and long-range plans category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same**

**tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks in this category than did the non-Wisconsin districts.

The calculated z-value for the null hypothesis ($^{H}0_{6}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the grantsmanship/application for funds category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +1.20. The calculated z-value did not exceed the critical z-value ($\pm$1.96). Therefore, the null hypothesis could not be rejected.

The calculated z-value for the null hypothesis ($^{H}0_{6}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the school/district informational reports category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +2.03 which exceeded the critical z-value ($\pm$1.96). The null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the school/district informational reports category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks in this category than did the non-Wisconsin districts.

The calculated z-value for null hypothesis ($^{H}0_{7}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the survey research studies category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +5.04 which exceeded the critical z-value ($\pm$1.96). The null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the survey research studies category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was accepted. The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks in this category than did the non-Wisconsin districts.

The calculated z-value for null hypothesis ($^{H}0_{8}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the institutional/district performance/evaluation category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was 1.13. The null hypothesis could not be rejected.

The calculated z-value for null hypothesis ($^{H}0_{9}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the new vocational program development category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +2.88. The null hypothesis was rejected; **there is a significant**

**difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the new vocational program development category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks in this category than did the non-Wisconsin districts.

The calculated z-value for null hypothesis ($^{H}0_{10}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the informational services category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +2.22. The null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the informational services category and the percentage of non-Wisconsin two-year postsecondary school districts performing the same tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks in this category than did the non-Wisconsin districts.

The calculated z-value for null hypothesis ($^{H}0_{11}$)--**there is no significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the miscellaneous activities and tasks category and the percentage of non-Wisconsin two-year postsecondary school districts having staff performing the same tasks**--was +4.03 which exceeded the critical z-value ($\pm$1.96). The null hypothesis

was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having staff performing the tasks in the miscellaneous category and the percentage of non-Wisconsin districts having staff performing the same tasks.** The positive z-value indicated that a significantly greater percentage of Wisconsin VTAE districts had staff perform tasks than did the non-Wisconsin districts.

A comparison of RPD tasks performed by RPD staff in Wisconsin VTAE districts and those performed by RPD staff in non-Wisconsin districts was made. The comparison information by category is included in Table 10. In general, RPD staff in Wisconsin VTAE districts performed more RPD tasks than did RPD staff in non-Wisconsin districts. The percentage of tasks in a category performed by RPD staff ranged from high of 91 average percent in Wisconsin VTAE districts for **5.5, Survey Research Studies,** to a low of 50 average percent in non-Wisconsin districts for **5.9, Miscellaneous Activities and Tasks.**

Two categories of tasks performed by VTAE district RPD staff were performed within the 80 to 89 average percent range, **5.2, Short- and Long-Range Plans** (89 percent), and **5.3, Grantsmanship/Application for Funds** (85 percent); and four categories were performed within the 70 to 79 average percent range, **5.1, Educational/Experimental Research Studies** (76 percent); **5.4, School/District Informational Reports** (74 percent); **5.7, New Vocational Program Development** (74 percent); and **5.6, Institutional/District Performance/Evaluation** (70 percent). Two categories of tasks were performed within the 50 to 59 average percent

range, **5.8, Informational Services** (56 percent), and **5.9, Miscellaneous Activities and Tasks** (52 percent), the lowest percentage performance indicated for a category.

Table 10

Average Number[1] of Districts Having RPD Staff Performing Tasks Within Each Category

| No. | Category Name | VTAE No. | VTAE % | Non-Wisconsin No. | Non-Wisconsin % |
|---|---|---|---|---|---|
| 5.1 | Educational Experimental Research Studies | 12 | 76 | 28 | 68 |
| 5.2 | Short- and Long-Range Plans | 14 | 89 | 30 | 74 |
| 5.3 | Grant/Application for Funds | 14 | 85 | 35 | 85 |
| 5.4 | School/District Informational Reports | 12 | 74 | 33 | 81 |
| 5.5 | Survey Research Studies | 15 | 91 | 31 | 75 |
| 5.6 | Institutional/District Performance/Evaluation | 11 | 70 | 27 | 67 |
| 5.7 | New Vocational Program Development | 12 | 74 | 24 | 58 |
| 5.8 | Informational Services | 9 | 56 | 23 | 57 |
| 5.9 | Miscellaneous Activities and Tasks | 8 | 52 | 21 | 50 |

[1]Determined by the formula:

$$\text{Average Number} = \frac{\text{Total District Responses in Category}}{\text{Number of Tasks in Category}}$$

RPD staff at non-Wisconsin districts performed RPD tasks in two categories at the 80 to 89 average percent level, two at the 70 to 79 percent level, two at the 60 to 69 average percent level, and one at the lowest level at 50 average percent. Those categories within the 80 to 89 percent range were **5.3, Grantsmanship/Application for Funds** (85 percent), and **5.4, School/District Informational Reports** (81 percent); within the 70 to 79 percent range were **5.5, Survey Research Studies** (75 percent), and **5.4, School District Informational Reports** (74 percent); and within the 60 to 69 percent range were **5.1, Educational/Experimental Research Studies** (68 percent), and **5.6, Institutional/District Performance/Evaluation** (67 percent). Those categories having tasks performed within the 50 to 59 range were **5.7, New Vocational Program Development** (58 percent); **5.8, Informational Services** (57 percent); and **5.9 Miscellaneous Activities and Tasks** (50 percent), the lowest percentage performance indicated for any district.

To determine the significance level of the difference between the percentage of Wisconsin VTAE districts having RPD staff perform the RPD tasks and the percentage of non-Wisconsin districts having RPD staff perform the same tasks, the Z-Test of Proportions, with a .05 level of significance for a two-tailed test, was used in making decisions regarding significance. Calculations of z-values were done to test each of the null hypotheses $H_{0_{12}}$ through $H_{0_{21}}$. These comparisons are included in Table 11.

Table 11

Comparisons of Differences of Percentages of Wisconsin VTAE Districts and Percentages of Non-Wisconsin Districts Having Staff Perform RPD Tasks in Various Categories

| | Category | Z-Value[1] | Significant Difference[2] |
|---|---|---|---|
| 5.1 | Educational/Experimental Research Studies | +1.33 | No |
| 5.2 | Short- and Long-Range Studies | +3.84 | Yes |
| 5.3 | Grantsmanship/Application for Funds | +0.00 | No |
| 5.4 | School/District Informational Reports | +1.65 | No |
| 5.5 | Survey Research Studies | +4.01 | Yes |
| 5.6 | Institutional/District Performance/Evaluation | +0.48 | No |
| 5.7 | New Vocational Program Development | +2.30 | Yes |
| 5.8 | Informational Services | -0.15 | No |
| 5.9 | Miscellaneous Activities and Tasks | +0.33 | No |
| -- | Composite of All Categories | +3.74 | Yes |

[1](+) Indicates VTAE district percentage greater than non-Wisconsin district percentage; (-) indicates VTAE district proportion less than non-Wisconsin district proportion.

[2]Critical z-value = +1.96 at .05 level of significance with two-tailed test.

The calculated z-value for the null hypothesis $H_{0_{12}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff performing the RPD tasks and the percentage of**

**non-Wisconsin two-year postsecondary school districts having RPD staff performing the RPD tasks**--was +3.74 which exceeded the critical z-value (±1.96). Therefore, the null hypothesis was rejected; **there is a significant difference between the percentage of Wisconsin VTAE districts having RPD staff performing the RPD tasks and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff performing the RPD tasks.** The positive z-value indicated that a greater percentage of Wisconsin VTAE districts than non-Wisconsin districts had RPD personnel performing RPD tasks.

The calculated z-value for the null hypothesis $H_{0_{13}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the educational/experimental research category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +1.33 which did not exceed the critical z-value (±1.96). Therefore, the null hypothesis could not be rejected.

The calculated z-value for the null hypothesis $H_{0_{14}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the short- and long-range plans category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +3.84 which exceeded the critical z-value (±1.96). The null hypothesis was rejected; **there is no significant difference between the percentage of Wisconsin VTAE districts having RPD**

**staff responsible for performing the tasks in the short- and long-range plans category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.** The positive z-value indicated that a greater percentage of Wisconsin VTAE districts had PRD staff responsible for performing in the short- and long-range plans categories than the non-Wisconsin districts.

The calculated z-value for the null hypothesis $H_{0_{15}}$**--there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the grantsmanship/application for funds category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was 0.00 which did not exceed the critical z-value ($\pm$1.96). The null hypothesis could not be rejected.

The calculated z-value for the null hypothesis $H_{0_{16}}$**--there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the school/district informational reports category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +1.65 which did not exceed the critical z-value ($\pm$1.96). The null hypothesis could not be rejected.

The calculated z-value for the null hypothesis $H_{0_{17}}$**--there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the**

**survey research studies category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +4.01 which exceeded the critical z-value (±1.96). The null hypothesis was rejected; **there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the survey research studies category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.** The positive z-value indicated that a greater percentage of non-Wisconsin VTAE districts had PRD staff perform tasks in this category.

The calculated z-value for the null hypothesis $H_{0_{18}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the institutional/district performance/evaluation category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +0.48 which did not exceed the critical z-value (±1.96). The null hypothesis could not be rejected.

The calculated z-value for the null hypothesis $H_{0_{19}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the new vocational program development category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +2.30 which exceeded the

critical z-value (±1.96). The null hypothesis was rejected; **there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the new vocational program development category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks.** The positive z-value indicated that a greater percentage of Wisconsin VTAE districts had PRD staff perform tasks in this category than the non-Wisconsin districts.

The calculated z-value for the null hypothesis $H_{0_{20}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff responsible for performing the tasks in the informational services category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +0.15 which did not exceed the critical z-value (±1.96). Therefore, the null hypothesis could not be rejected.

The calculated z-value for the null hypothesis $H_{0_{21}}$--**there is no significant difference between the percentage of Wisconsin VTAE districts having RPD staff reponsible for performing the tasks in the miscellaneous activities and tasks category and the percentage of non-Wisconsin two-year postsecondary school districts having RPD staff responsible for performing the same tasks**--was +0.335 which did not exceed the critical z-value (±1.96). Therefore, the null hypothesis could not be rejected.

Of the fifty-eight tasks identified for inclusion in the study, thirty (52 percent) were performed by staff at all sixteen Wisconsin VTAE districts (see Table 12). The tasks performed at all districts were:

5.2a Develop vocational education program plans.

5.2h Identify emerging occupations.

5.2i Identify changing job skills.

5.2j Establish school research/development priorities.

5.3b Develop applications for CETA/JTPA funds.

5.4a Prepare statistical/analytical reports.

5.4c Prepare state and federal enrollment reports.

5.4d Prepare state and federal financial reports.

5.4e Prepare self-study/accreditation reports.

5.4g Prepare institutional performance reports.

5.4h Prepare facility utilization reports.

5.5a Develop survey research design.

5.5b Develop survey questionnaire.

5.5c Select survey population/sample.

5.5d Conduct/implement survey.

5.5e Prepares report of survey study.

5.5f Conduct graduate follow-up studies.

5.5h Conduct occupational skills/competency surveys.

5.5j Conduct occupational needs/openings surveys.

5.6a Develop institutional evaluation models/plans.

5.7a Conduct needs assessment/investigation.

5.7b Develop new program proposal.

5.7c Locate/obtain job tasks lists.

5.7e Develop curriculum.

5.8b Manage curriculum resource library.

5.9a Develop school/district policy recommendations.

5.9b Develop school/district budgets.

5.9c Manage foundation office.

5.9e Manage affirmative action program.

5.9f Develop faculty/staff in-service program.

In addition, nine (16 percent) tasks were performed by staff at fifteen (94 percent) of the sixteen Wisconsin VTAE districts. These tasks were:

5.2b Develop facility plans.

5.3a Develop applications for Vocational Education Act funds.

5.3c Develop applications for funds from foundations.

5.4b Prepare operational reports.

5.4f Prepare grant progress reports.

5.5g Conduct employer follow-up studies.

5.6b Conduct vocational program evaluation.

5.7d Conduct job/task analysis.

5.8g Disseminate funding (RFP) information to faculty/staff.

A number of tasks were performed by staff at less than 90 percent of the Wisconsin VTAE districts. Twelve tasks were performed by staff at fourteen (88 percent) of the districts. These included tasks

Table 12

Number of Wisconsin VTAE Districts
Having Staff Perform RPD Tasks

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 16 | 100 | 30 | 5.2a, 5.2h, 5.2i, 5.2j |
| | | | 5.3b |
| | | | 5.4a, 5.4c, 5.4d, 5.4e, 5.4g, 5.4h |
| | | | 5.5h, 5.5j |
| | | | 5.6a |
| | | | 5.7a, 5.7b, 5.7c |
| | | | 5.9e, 5.9f |
| 15 | 94 | 9 | 5.2b |
| | | | 5.3a, 5.3c |
| | | | 5.4b, 5.4f |
| | | | 5.5g |
| | | | 5.6b |
| | | | 5.7d |
| | | | 5.8g |
| 14 | 88 | 12 | 5.1a, 5.1b, 5.1d, 5.1e |
| | | | 5.2c, 5.2d, 5.2f |
| | | | 5.6c |
| | | | 5.8a, 5.8c, 5.8e |
| | | | 5.9d |

Table 12 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 13 | 81 | 6 | 5.2e, 5.2g<br>5.6d, 5.6e<br>5.8d, 5.8f |
| 8 | 50 | 1 | 5.1c |

[1]Refers to Appendix E for task name.

5.1a, 5.1b, 5.1d, 5.1e, 5.2c, 5.2d, 5.2f, 5.6c, 5.8a, 5.8b, 5.8c, 5.8e, and 5.9d. Six tasks; 5.2e, 5.2g, 5.6d, 5.6e, 5.8d, and 5.8f, were performed at thirteen (81 percent) districts.

The task performed at the least number of Wisconsin VTAE districts was that of **5.1c, Contract Out for Research Studies.** This task was performed by staff at only eight (50 percent) districts, which was considerably fewer districts than the tasks performed at next fewest districts, thirteen.

The number of tasks performed by staff at all non-Wisconsin districts was only five (see Table 13). These tasks were:

5.4e Prepare statistical/analytical reports.

5.4f Prepare grant progress reports.

5.7a Conduct needs assessment/investigation.

5.7b Develop new program proposal.

5.9a Develop school/district policy recommendations.

Fifteen additional tasks were performed by staff at thirty-seven (90 percent) or more districts. These tasks were:

5.2f Develop enrollment projections.

5.4b Prepare operational reports.

5.4c Prepare state and federal enrollment reports.

5.5f Conduct graduate follow-up studies

5.9a Develop school/district policy recommendations.

5.3a Develop applications for Vocational Education Act funds.

5.3c Develop applications for funds from foundations.

5.4d Prepare state and federal financial reports.

5.4e Prepare self-study/accreditation reports

5.2c Develop financial plans.

5.4g Prepare institutional performance reports.

5.4h Prepare facility utilization reports.

5.6b Conduct vocational program evaluation.

5.7e Develop curriculum.

5.8c Develop Management Information Systems (MIS).

Twenty-one tasks were performed by staff at thirty-three (80 percent) to thirty-six (88 percent) districts. The number of tasks performed was six at thirty-six districts, ten at thirty-five districts, two at thirty-four districts, and three at thirty-three districts. These tasks were (thirty-six districts) 5.2a, 5.2b, 5.2j, 5.5g, and 5.6a; (thirty-five districts) 5.2h, 5.3b, 5.5d, 5.5e, 5.5i, 5.6c, 5.6d, 5.8g, 5.9e, and 5.9f; (thirty-four districts) 5.5d and 5.8d; and (thirty-three districts) 5.5c, 5.7c, and 5.8a.

Table 13

Number of Non-Wisconsin Districts
Having Staff Perform RPD Tasks

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 40 | 100 | 5 | 5.4a, 5.4f |
| | | | 5.7a, 5.7b |
| | | | 5.9a |
| 39 | 95 | 5 | 5.2f |
| | | | 5.4b, 5.4c |
| | | | 5.5f |
| | | | 5.9a |
| 38 | 93 | 4 | 5.3a, 5.3c |
| | | | 5.4d, 5.4e |
| 37 | 90 | 6 | 5.2c |
| | | | 5.4g, 5.4h |
| | | | 5.6b |
| | | | 5.7e |
| | | | 5.8c |
| 36 | 85 | 10 | 5.2h |
| | | | 5.3b |
| | | | 5.5b, 5.5e, 5.5i |
| | | | 5.6c, 5.6d |
| | | | 5.8g |
| | | | 5.9e, 5.9f |

Table 13 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 33 | 80 | 3 | 5.5c |
| | | | 5.7c |
| | | | 5.8a |
| 32 | 78 | 3 | 5.2g |
| | | | 5.5a |
| | | | 5.8e |
| 31 | 76 | 4 | 5.1a, 5.1b, 5.1d, 5.1e |
| 30 | 73 | 2 | 5.7d |
| | | | 5.9c |
| 29 | 71 | 2 | 5.2d |
| | | | 5.8b |
| 28 | 68 | 1 | 5.6e |
| 27 | 66 | 1 | 5.5h |
| 26 | 63 | 2 | 5.2e |
| | | | 5.8f |
| 20 | 49 | 1 | 5.9d |
| 13 | 32 | 1 | 5.1c |

[1]Refer to Appendix E for task name.

Eleven tasks were performed by staff at twenty-nine (71 percent) to thirty-two (78 percent) districts. The number performed at

each number of districts was three at thirty-two districts, four at thirty-one districts, and two at thirty districts. These tasks were (thirty-two districts) 5.2g, 5.5a, and 5.8e; (thirty-one districts) 5.1a, 5.1b, 5.1d, and 5.1e; (thirty districts) 5.7d and 5.9c; and (twenty-nine districts) 5.2d and 5.8b.

Four tasks were performed by staff at twenty-six (63 percent) to twenty-eight (68 percent) districts. One task was performed at twenty-eight districts, one at twenty-seven districts, and two at twenty-six districts. These tasks were (twenty-eight districts) 5.6e, (twenty-seven districts) 5.5h, and (twenty-six districts) 5.2c and 5.8f.

Two tasks were performed by staff at less than 50 percent of the non-Wisconsin districts. Task 5.9d was performed at twenty (49 percent) districts, and task 5.1c was performed at fifteen (37 percent) districts. No task was performed by staff at less than fifteen (37 percent) non-Wisconsin districts.

The number of tasks performed by RPD staff of various types of districts was also determined. Seven tasks were performed by RPD staff at all sixteen Wisconsin VTAE districts (see Table 14). These tasks were:

5.2a Develop vocational education program plans.

5.5a Develop survey research designs.

5.5b Develop survey questionnaire.

5.5c Select survey population/sample.

5.5d Conduct/implement survey.

5.5e Prepare report of survey study.

5.7a Conduct needs assessment/investigation.

Six additional tasks were performed by RPD staff at fifteen districts. These tasks were:

5.2f Develop enrollment projections.

5.2h Identify emerging occupations.

5.2i Identify changing job skills.

5.2j Establish school research/development priorities.

5.3a Develop applications for CETA/JTPA funds.

Table 14

Number of Wisconsin VTAE Districts Having RPD Staff Perform RPD Tasks

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 16 | 100 | 7 | 5.2a<br>5.5a, 5.5b, 5.5c, 5.5d, 5.5e<br>5.7a |
| 15 | 94 | 6 | 5.2f, 5.2h, 5.2i, 5.2j<br>5.3a, 5.3b |
| 14 | 88 | 11 | 5.1a<br>5.2b, 5.2d, 5.2e<br>5.4f<br>5.5h, 5.5i<br>5.6a, 5.6b<br>5.7a |

Table 14 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| | | | 5.9b |
| 13 | 81 | 8 | 5.1b, 5.1d, 5.1e |
| | | | 5.2g |
| | | | 5.4e, 5.4g, 5.4h |
| | | | 5.9a |
| 12 | 75 | 5 | 5.2c |
| | | | 5.4a |
| | | | 5.5g |
| | | | 5.8e, 5.8g |
| 11 | 69 | 7 | 5.3c |
| | | | 5.4b |
| | | | 5.5f |
| | | | 5.6e |
| | | | 5.8b, 5.8c |
| 10 | 63 | 1 | 5.4d |
| 9 | 56 | 4 | 5.4c |
| | | | 5.6c |
| | | | 5.7d, 5.7e |
| 8 | 50 | 3 | 5.1c |
| | | | 5.6d |
| | | | 5.9f |

Table 14 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 7 | 44 | 2 | 5.8f |
| | | | 5.9c |
| 6 | 38 | 2 | 5.8d |
| | | | 5.9e |
| 4 | 25 | 1 | 5.8a |
| 2 | 13 | 1 | 5.9d |

[1]Refer to Appendix for task name.

Nineteen tasks were performed by RPD staff at between 80 percent and 90 percent of the Wisconsin VTAE districts. These were (fourteen districts) 5.1a, 5.2b, 5.2d, 5.2e, 5.4f, 5.5h, 5.5i, 5.6a, 5.6b, 5.7a, and 5.9b and (thirteen districts) 5.1b, 5.1d, 5.1e, 5.2g, 5.4e, 5.4g, 5.4h, and 5.9b. Five tasks were performed by RPD staff at twelve (75 percent) districts.

Table 15 includes information regarding the performance of tasks by RPD staff at non-Wisconsin districts. No task was performed by RPD staff at all of these districts. Three tasks were performed by RPD staff at 90 percent or more of these districts. These were:

5.4a Prepare statistical/analytical reports.

5.3c Develop applications for funds from foundations.

5.7a Conduct needs assessment/investigations.

Table 15

Number of Non-Wisconsin Districts Having
RPD Staff Performing RPD Tasks

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 39 | 95 | 1 | 5.4a |
| 37 | 90 | 2 | 5.3c |
| | | | 5.7a |
| 36 | 88 | 3 | 5.2f, 5.2j |
| | | | 5.4f |
| 35 | 85 | 3 | 5.3a |
| | | | 5.4c |
| | | | 5.5f |
| 34 | 83 | 2 | 5.4b, 5.4e |
| 33 | 80 | 5 | 5.3b |
| | | | 5.5b, 5.5e, 5.5g |
| | | | 5.6a |
| 32 | 78 | 5 | 5.2a |
| | | | 5.4g |
| | | | 5.5d |
| | | | 5.8d, 5.8g |
| 31 | 76 | 10 | 5.1a, 5.1b, 5.1d, 5.1e |
| | | | 5.2c, 5.2g, 5.2h |
| | | | 5.5c |
| | | | 5.6b |

Table 15 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| | | | 5.9a |
| 30 | 73 | 2 | 5.4h |
| | | | 5.5a |
| 29 | 71 | 1 | 5.5i |
| 28 | 68 | 4 | 5.2i |
| | | | 5.6d |
| | | | 5.7b |
| | | | 5.9b |
| 27 | 66 | 2 | 5.2b |
| | | | 5.8b |
| 26 | 63 | 4 | 5.2d, 5.2e |
| | | | 5.4d |
| | | | 5.8d |
| 24 | 59 | 1 | 5.6e |
| 23 | 56 | 1 | 5.8e |
| 21 | 51 | 1 | 5.6c |
| 20 | 49 | 1 | 5.5h |
| 19 | 46 | 3 | 5.7c, 5.7d |
| | | | 5.9f |
| 17 | 41 | 1 | 5.9e |

Table 15 (continued)

| Districts No. | % | Number of Tasks | Tasks[1] |
|---|---|---|---|
| 16 | 39 | 1 | 5.7e |
| 15 | 37 | 1 | 5.1c |
| 14 | 34 | 1 | 5.9c |
| 13 | 32 | 1 | 5.8f |
| 11 | 27 | 1 | 5.8a |
| 10 | 24 | 1 | 5.9d |

[1]Refer to Appendix E for task name.

Thirteen tasks were performed by RPD staff at 80 to 89 percent of the non-Wisconsin districts. These tasks were (thirty-six districts) 5.2f, 5.2j, and 5.4f; (thirty-five districts) 5.3a, 5.4c, and 5.5f; (thirty-four districts) 5.4b and 5.4e; and (thirty-three districts) 5.3b, 5.5b, 5.5e, 5.5g, and 5.6a. Seventeen tasks were performed by RPD staff at 70 to 79 percent of these districts. These tasks were (thirty-two districts) 5.2a, 5.4g, 5.5d, 5.8d, and 5.8g; (thirty-one districts) 5.1a, 5.1b, 5.1d, 5.1e, 5.2c, 5.2g, 5.2h, 5.5c, 5.6b, and 5.9a; (thirty districts) 5.4h and 5.5a; and (twenty-nine districts) 5.5i. The non-Wisconsin districts having RPD staff perform the tasks ranged to the low of ten (24 percent) performing the task 5.9d, which was also the percentage performed by RPD staff at the least number of Wisconsin VTAE districts.

CHAPTER 5

Discussion, Implications, and Recommendations

## Discussion and Implications

The response comparisons (Figure 1), indicated that all sixteen Wisconsin VTAE districts had staff performing all three functions of research, planning, and development while Non-Wisconsin districts had

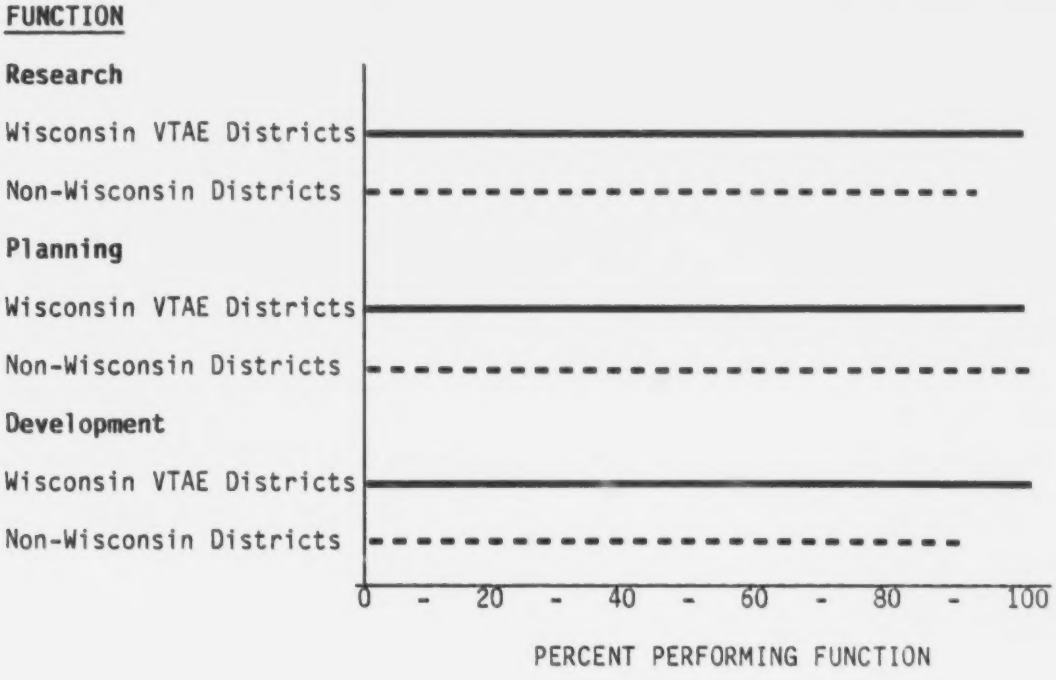


Figure 1

Comparison of Number of Districts Having Staff Performing RPD Functions

staff performing the three functions at 93 percent, 100 percent and 93 percent respectively. Each function was considered important by most districts responding.

The importance level of the function may also be indicated by the district designation of a particular organizational unit having staff responsible for the performance of tasks in the function. Figure 2 shows the comparison of the percentage of the Wisconsin VTAE districts and the percentage of non-Wisconsin districts having specific organizational units having staff designated to perform each function. There was a considerable difference in the way districts were organized to perform the three functions; while the most common organizational structure used (63 percent) by Wisconsin VTAE districts was that of **one unit having staff responsible for performing all three functions,** only 37 percent of the non-Wisconsin districts indicated this same structure.

The second most common organizational structure the Wisconsin VTAE districts used for performing the functions was that of **no particular unit.** This organizational structure was used by 25 percent of the Wisconsin districts while only being used by about 12 percent of the non-Wisconsin districts. Another structure indicated by a considerable number of non-Wisconsin districts (37 percent) was that of having a unit for performing the research functions. The organizational structures used by the non-Wisconsin districts were considerably more diverse with no one structure indicated by 50 percent of the districts. Five structures were indicated by between 23 percent and 49 percent of the

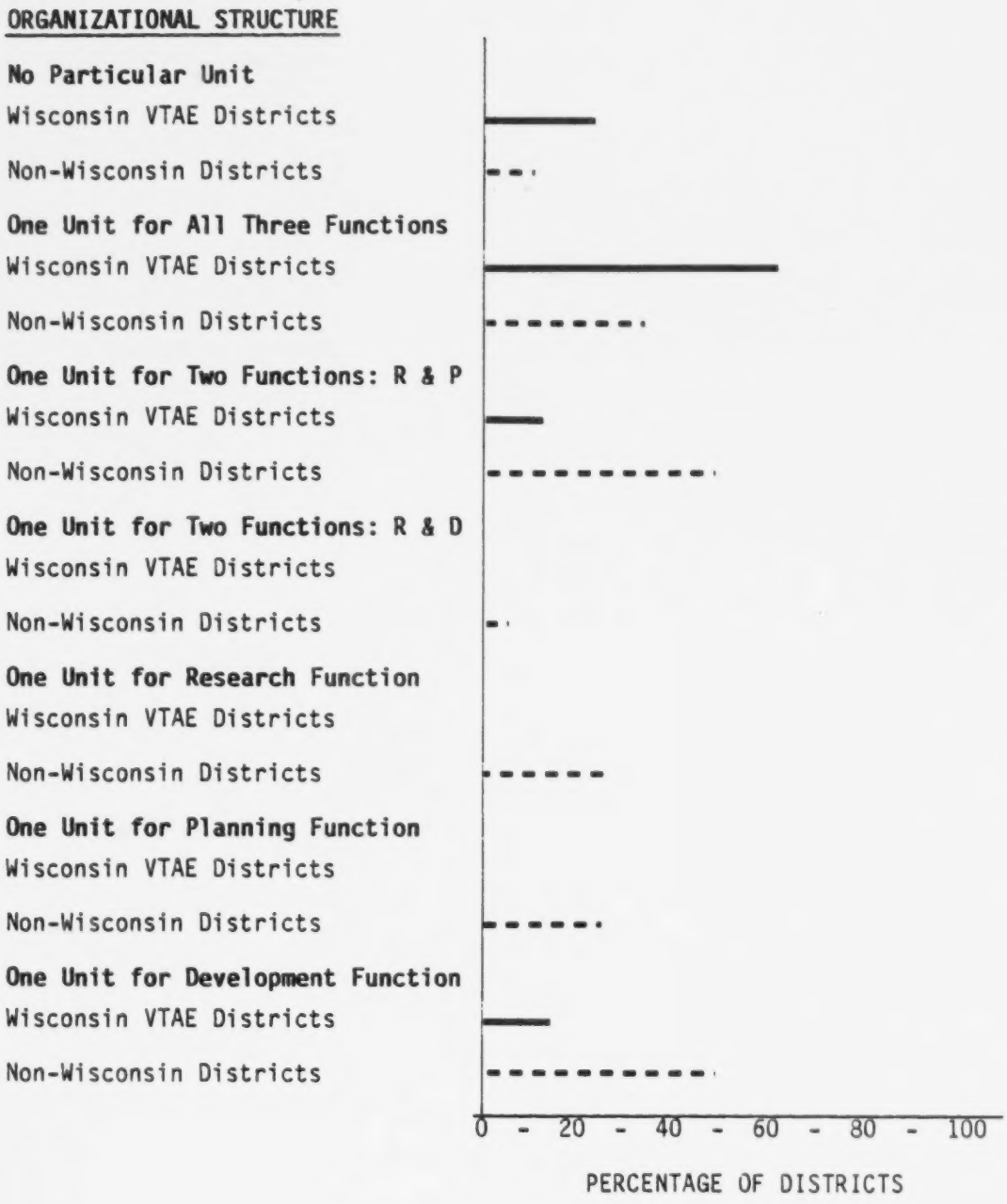


Figure 2

Comparison of Districts Having Each Organizational Function for Performance of Research, Planning, and Development Functions

districts the two other structures. **One unit for research and development functions** and **no particular unit** had 5 and 12 percent respectively.

The Wisconsin VTAE districts were more uniform in the organizational structures used to perform the research, planning, and development functions than were the non-Wisconsin districts in that only four structures were indicated while the non-Wisconsin districts indicated that seven structures were being used. The three structures, **one unit for two functions, research and development; one unit for research function;** and **one unit for planning function,** were not indicated as used by any VTAE district.

The other structure indicated by 13 percent of the Wisconsin VTAE districts was that of **one unit for performing the research and planning functions** and **one unit for performing the development function.** This structure was used by a considerably greater percentage of non-Wisconsin districts as the greatest percentage (49 percent) indicated this structure.

The other structures, **having one unit for performing the research and development functions, one unit for performing the research function,** and **one unit for performing the planning function,** were not used by the Wisconsin VTAE districts; while 37 percent of the non-Wisconsin districts indicated the use of the **one unit for the research function,** 24 percent indicated the use of the **one unit for the planning function,** and 5 percent indicated the use of the **one unit for the two functions of research and planning.**

The considerably greater percent of the Wisconsin VTAE districts than non-Wisconsin districts (6 percent to 37 percent) indicating the use of **one unit for all three functions** can be attributed to the single unit for research and planning suggested by the Department of Administration, Wisconsin Bureau of Budget and Management, in May 1968 and with the expanded responsibilities to include "institutional research, federal project writing, planning, and special assignments" (Wisconsin Board of Vocational, Technical and Adult Education, 1974:5). The reason for the inclusion of the writing of federal projects was the increased importance of the funding available from vocational education acts. Most non-Wisconsin districts were community colleges, many of which were not eligible for vocational education grants, and, therefore, did not indicate the development function being combined with the research and planning functions.

Other Wisconsin VTAE districts (13 percent) retained the **one unit for the research and planning functions** but have added **a separate unit with development function** responsibilities for obtaining funding from federal projects, state projects, and various foundations. Almost one-half (49 percent) of the non-Wisconsin districts have determined that obtaining funding from alternate sources is important enough to be a responsibility of a unit separate from the unit responsible for the research and planning functions. This was probably due to the ineligibility of many of the districts for vocational education funds and having to be more aggressive to compete for other types of grants.

With 76 percent of the Wisconsin VTAE districts and 86 percent of the non-Wisconsin districts having **one unit responsible for performing both the research function and the planning function,** these support the importance of the close relationship between the two functions suggested by McGown (1968:35); Hull, Frazier, and Steenson (1962:12); Saupe and Montgomery (1970:12); and Richardson (1980:54). These writers emphasized the need for appropriate and valid data in the planning process. The single unit for both functions can very readily determine the data and format of information needed for the planning process and subsequently perform the necessary institutional research to obtain suitable and valid data.

One-fourth of the Wisconsin VTAE districts and 12 percent of the non-Wisconsin districts did not have a unit designated to perform the three functions of concern for these districts must be the problem of coordinating the activities of three functions. It would seem to be difficult to obtain the appropriate and valid data and information in a format suitable for decision making, for support of needs, etc., in the development of proposals for federal, state, and foundation projects. Duplication of effort to obtain needed data and information in suitable formats could lead to increased costs or lack of adequate support for needs for funding.

The organizational level at which the research function was administered most often in Wisconsin VTAE districts, as shown in Figure 3, was that of the **first level below the CEO** indicated by 69 percent of the districts. This compared with 41 percent of the non-Wisconsin

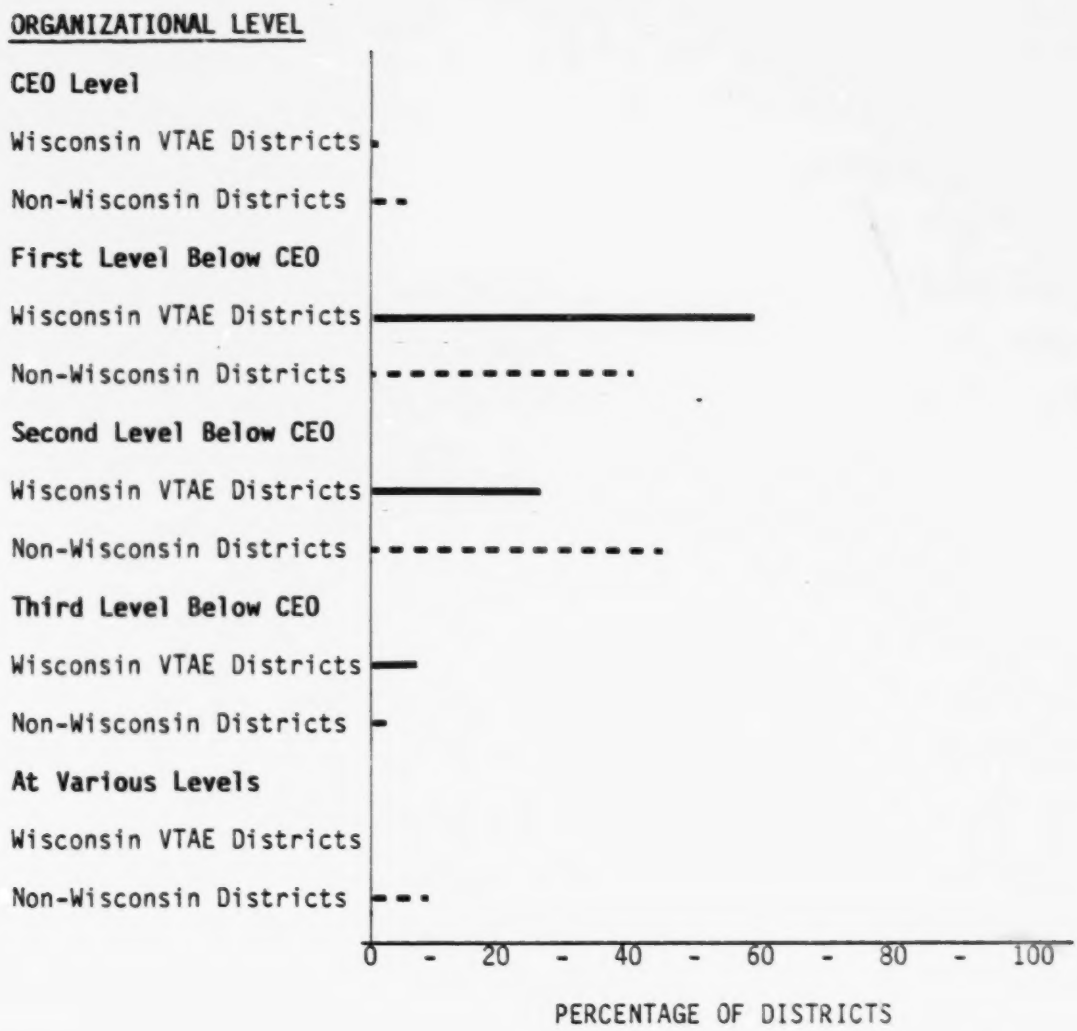


Figure 3

Comparison of Districts Having Research Function Administered at Various Levels

districts indicating the same level. Ninety-four percent of the Wisconsin VTAE districts and 89 percent of the non-Wisconsin districts indicated that the research function was administered at the second

**level below the CEO** or above. This indicated the relatively high level of importance given to the administration of this function by both Wisconsin and non-Wisconsin districts.

The planning function was administered at the **first level below the CEO** or above in 75 percent of the Wisconsin VTAE districts and 73 percent of the non-Wisconsin districts as shown in Figure 4. The function was administered at the **second level below the CEO** or above in 94 percent of the Wisconsin VTAE districts and 96 percent of the non-Wisconsin districts. This indicated a similar high level of importance placed on the administration of this function by both Wisconsin and non-Wisconsin districts which was equal to or slightly above the percentage of districts indicating the level for administrating the research function.

The resource development function was administered at the **first level below the CEO** or above in almost the same portion of the Wisconsin and non-Wisconsin districts with 62 percent and 58 percent, respectively, as shown in Figure 5. The function was administered at the **second level below the CEO** or above by 81 percent of the Wisconsin VTAE districts and 90 percent of the non-Wisconsin districts. The percentage (81 percent) for this function was considerably lower than the percentage (94 percent) indicated for both the research and planning functions at Wisconsin VTAE districts, and the percentage (90 percent) indicated was similar to the percentage for the research function (89 percent) and the planning function (96 percent) at non-Wisconsin districts.

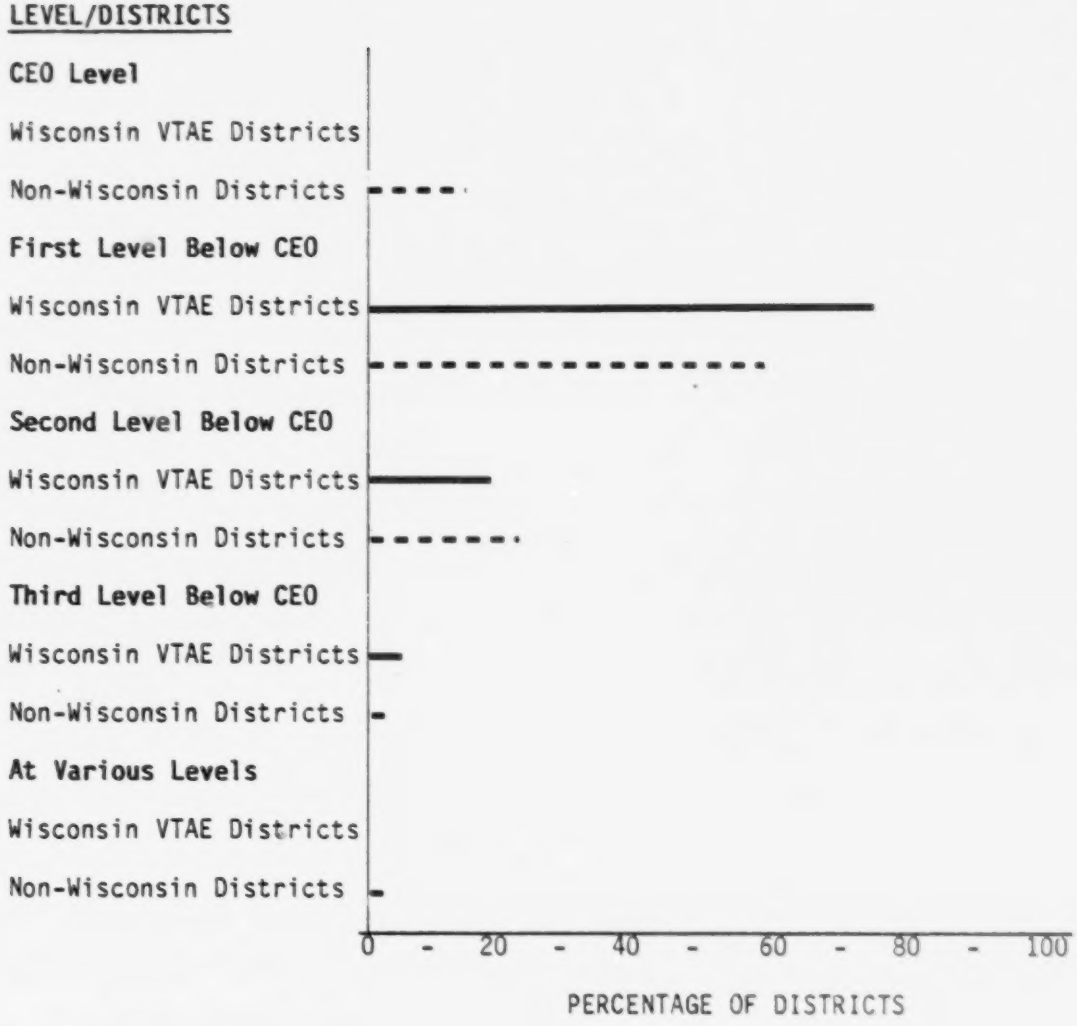


Figure 4

Comparison of Districts Having Planning Function Administered at Various Levels

The high organizational levels at which each function is administered in both Wisconsin VTAE districts and non-Wisconsin districts indicated that each of the three functions is considered important. The relative importance based on level of administration for

the Wisconsin VTAE districts was (1) planning, (2) research, and (3) development. The relative importance for the non-Wisconsin districts was (1) planning, (2) development, and (3) research.

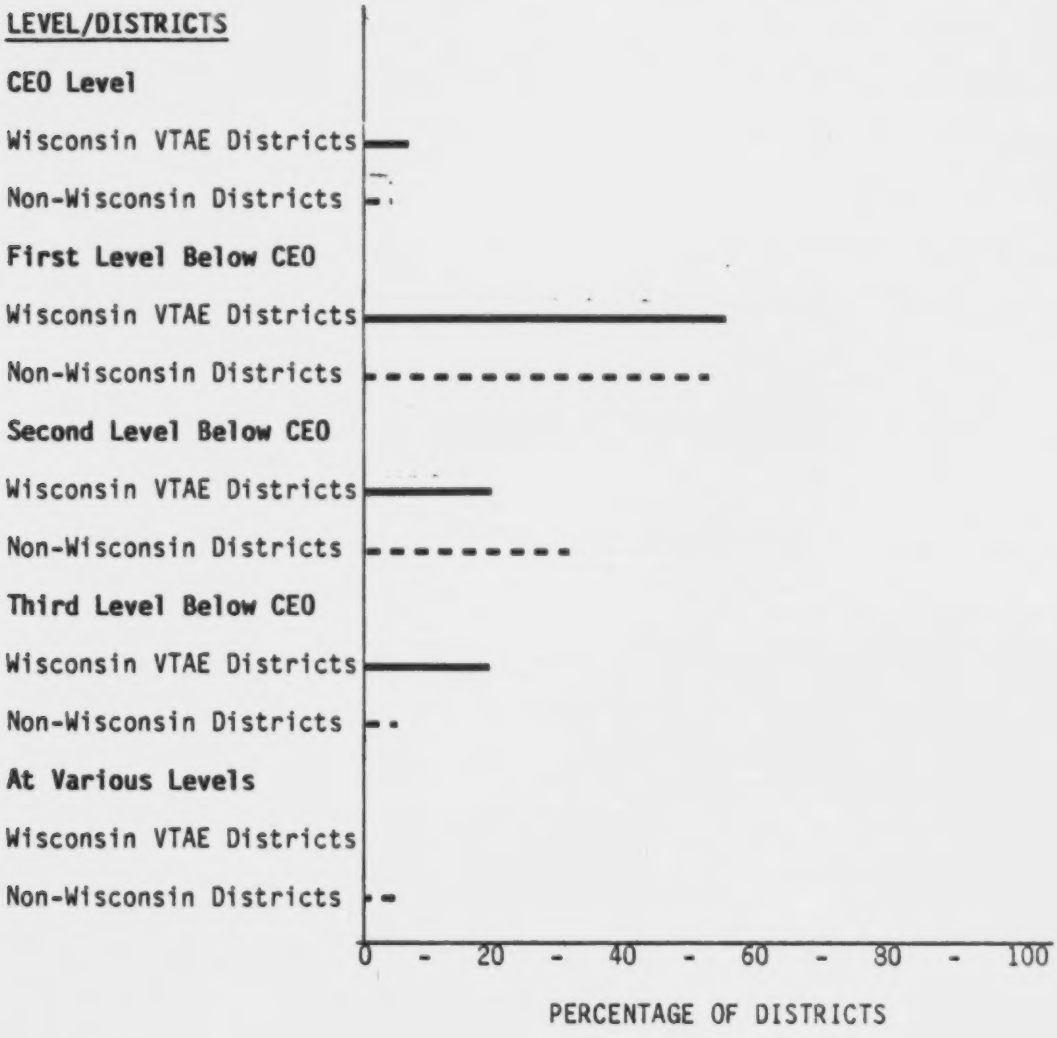


Figure 5

Comparison of Districts Having Development Function Administered at Various Levels

The thirteen titles of persons responsible for performing the research function in Wisconsin VTAE districts included administrator, assistant coordinator, officer specialist, and supervisor (see Table 4). Ten (77 percent) of the thirteen titles included the designation "research" in them. The twelve titles of persons responsible for performing the research function in non-Wisconsin districts included assistant, associate, director, coordinator, and vice president (see Table 5). Eight (67 percent) of the titles included in the word "research." Ten percent more of the titles of staff performing research at Wisconsin VTAE districts included the word "research" than the titles of staff at non-Wisconsin districts.

The eleven titles of persons responsible for performing the planning function in Wisconsin VTAE districts included administration assistant, coordinator, officer, specialist, and supervisor (see Table 4). Six (55 percent) of these titles included the word "planning." The seventeen titles of staff responsible for performing the planning function in non-Wisconsin districts included assistant, dean, director, manager, president, and vice president (see Table 5). Twelve (71 percent) of these titles included the word "planning" in the title. Sixteen percent more of the titles of staff peforming the planning function at non-Wisconsin districts included the word "planning." More of the titles used in non-Wisconsin districts included the word "planning" than did titles of staff in Wisconsin VTAE districts.

The thirteen titles of persons responsible for performing the development function in Wisconsin VTAE districts included administrator, assistant, coordinator, manager, officer, and specialist (see Table 4). Nine (69 percent) of these titles included a reference to development; e.g., contracts, development, grants, and projects. The thirteen titles of persons responsible for performing the development function in non-Wisconsin districts included coordinator, dean, director, and vice president (see Table 5). Eleven (85 percent) of these titles included a reference to development; e.g., development, finance, or grants.

The diversity of levels at which each of the functions of research, planning, and development are administered in the districts in both Wisconsin VTAE districts and non-Wisconsin districts supported the premise that state RCUs and district research, planning, and development staff have difficulty communicating with staff performing specific RPD functions in other districts. It is unlikely that this situation will change except toward greater diversity as the development function becomes more involved in obtaining alternative funding from the private sector; i.e., foundations, unions, corporations, etc., in an effort to support the continued demand for educational programs and services with a greater reluctance on the part of the legislators and taxpayers to provide increased financing.

Review of the literature identified the concern that staff need to perform RPD functions in a coordinated effective manner. The continued fragmentation of the responsibility for performing the three functions quite possibly will result in the lowering of the

effectiveness in the performances of each function. To counteract this possibility, staff responsible for performing the RPD functions in districts having more than one unit responsible for the functions will find it increasingly imperative that communication and coordination within the district be improved. Improved communication and coordination will probably be necessary to assist staff performing each function in a number of areas. Improvement could involve (1) development of common formats needed for data and information, (2) identification of common decisions to be made which require data and information, and (3) development of uniform schedules for decision making in various instructional and service areas of the district, etc., which will improve the effectiveness of the performance of each function.

The information shown in Figure 6 indicates that a higher percentage of the tasks in all nine categories were performed by staff at Wisconsin VTAE districts than by staff at non-Wisconsin districts. The information also indicates that a large percentage of the tasks in all categories were performed by staff at both Wisconsin VTAE districts and at non-Wisconsin districts. The lowest percentage of tasks performed in a category occurred in the Educational/Experimental Research category for both the Wisconsin VTAE districts and the non-Wisconsin districts at 80 percent and 68 percent respectively. The comparison of the percentages indicates that a similar relationship exists between the average number of tasks performed in each category by staff at the Wisconsin VTAE districts and staff at the non-Wisconsin districts. While a

similar relationship existed, the difference in the percentage of districts having staff performing tasks ranged from a plus 5 percent to a plus 17 percent with the Wisconsin VTAE districts being greater.

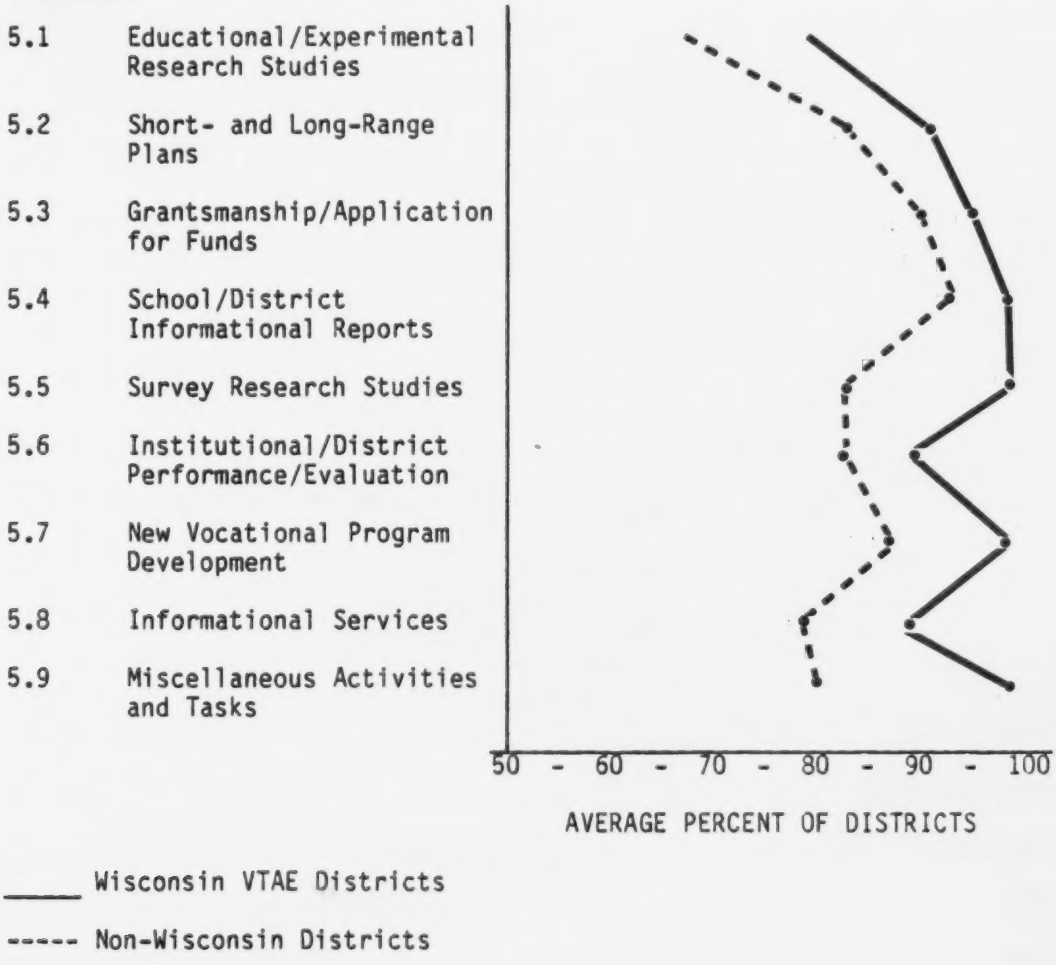
CATEGORY
5.1 Educational/Experimental Research Studies
5.2 Short- and Long-Range Plans
5.3 Grantsmanship/Application for Funds
5.4 School/District Informational Reports
5.5 Survey Research Studies
5.6 Institutional/District Performance/Evaluation
5.7 New Vocational Program Development
5.8 Informational Services
5.9 Miscellaneous Activities and Tasks
50 - 60 - 70 - 80 - 90 - 100
AVERAGE PERCENT OF DISTRICTS
Wisconsin VTAE Districts
Non-Wisconsin Districts

Figure 6

Comparison of Percentage of Average Number of Districts Having Staff Performing Tasks in Each Category

The differences were significant in seven of the nine categories, with only the categories 5.3, Grantsmanship/Application for Funds, and 5.6, Institutional/District Performance/Evaluation, having differences that were not significant. The high percentages of tasks in all categories being performed by staff of both Wisconsin VTAE districts and non-Wisconsin districts again supports the importance of the functions. The higher percentages for Wisconsin VTAE districts may be the result of a similar structure being used at a specified date in their existence. As the non-Wisconsin districts mature, it is likely that more tasks in each of the categories will be performed in these districts as well.

Response data indicated that while staff at districts perform the research, planning, and development functions, RPD staff may not be the persons responsible for the administration and performance of activities in each function. To determine the extent to which RPD staff of districts performed the tasks in the three functions, a comparison of average percentage of districts having staff performing tasks in each category was made with the average percentage of districts having RPD staff performing the same tasks. The comparisons were made for both Wisconsin VTAE districts and Non-Wisconsin districts. The comparisons for the Wisconsin VTAE districts are indicated in Figure 7 and the non-Wisconsin districts in Figure 8.

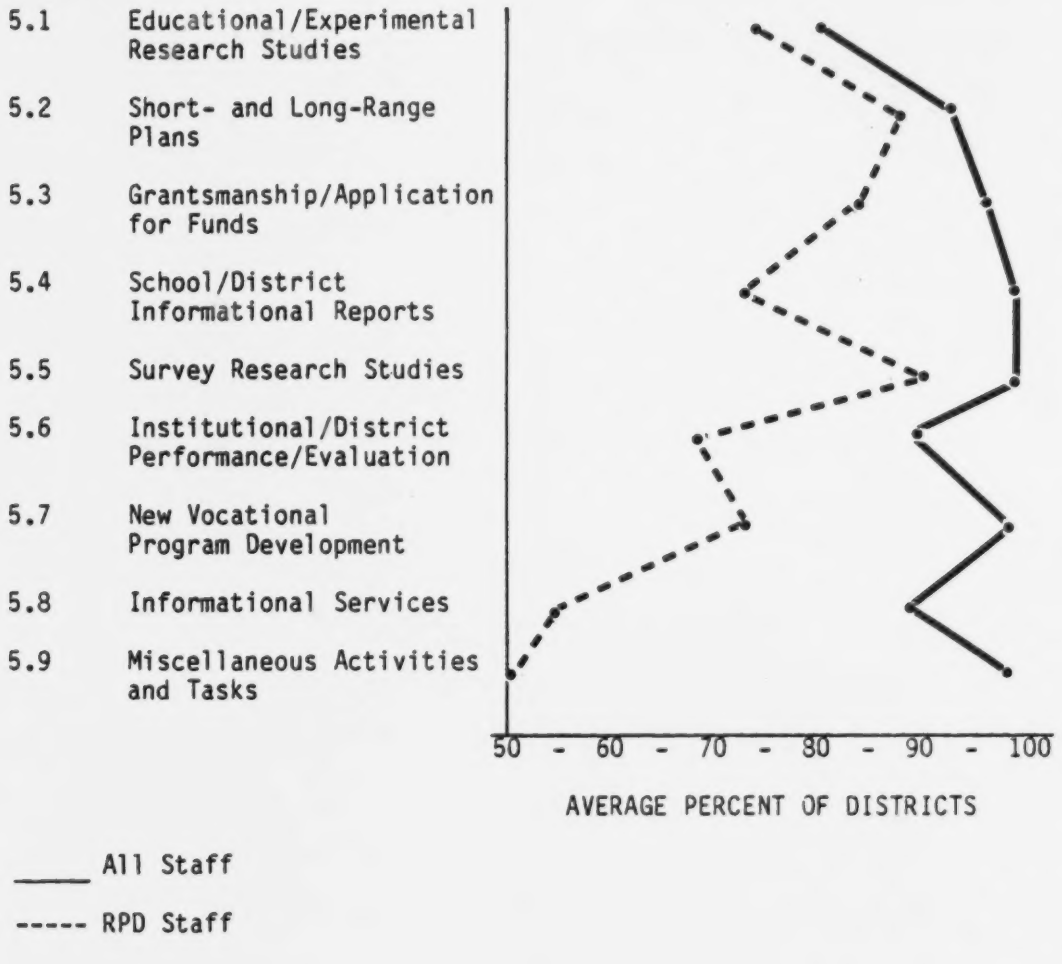
CATEGORY
5.1 Educational/Experimental Research Studies
5.2 Short- and Long-Range Plans
5.3 Grantsmanship/Application for Funds
5.4 School/District Informational Reports
5.5 Survey Research Studies
5.6 Institutional/District Performance/Evaluation
5.7 New Vocational Program Development
5.8 Informational Services
5.9 Miscellaneous Activities and Tasks
50 - 60 - 70 - 80 - 90 - 100
AVERAGE PERCENT OF DISTRICTS
All Staff
RPD Staff

Figure 7

Comparison of Average Percentage of Wisconsin VTAE Districts Having Tasks Performed by All Staff and by RPD Staff

Information shown in Figure 7 indicates that most (less than 10 percent difference) of the tasks performed by staff in Wisconsin VTAE districts are performed by the RPD staff in categories 5.1, Educational/ Experimental Research Studies; 5.2, Short- and Long-Range Plans; and

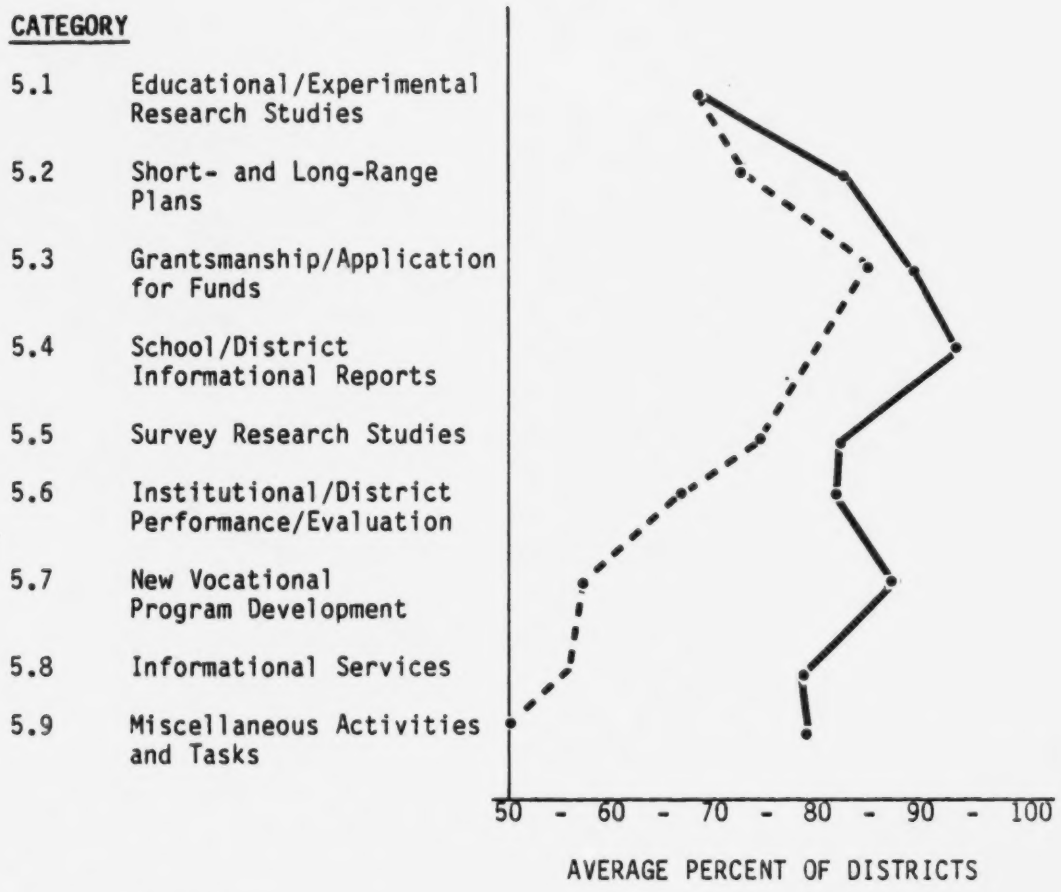
CATEGORY
5.1 Educational/Experimental Research Studies
5.2 Short- and Long-Range Plans
5.3 Grantsmanship/Application for Funds
5.4 School/District Informational Reports
5.5 Survey Research Studies
5.6 Institutional/District Performance/Evaluation
5.7 New Vocational Program Development
5.8 Informational Services
5.9 Miscellaneous Activities and Tasks
50 - 60 - 70 - 80 - 90 - 100
AVERAGE PERCENT OF DISTRICTS
All Staff
RPD Staff

Figure 8

Comparison of Average Percentage of Non-Wisconsin Districts Having Tasks Performed by All Staff and by RPD Staff

5.5, Survey Research Studies. Tasks in these categories have been traditionally research and planning and responses indicate these have remained with the RPD staff in most districts. The average percentage of Wisconsin VTAE districts having district staff, other than RPD staff,

performing 11 to 20 percent of the tasks in the category was indicated for only category 5.3, Grantsmanship/Application for Funds. The situation in which non-RPD staff performed 21 to 25 percent of the tasks in the category existed for categories 5.4, School/District Informational Reports; 5.6, Institutional/District Performance/Evaluation; and 5.7, New Vocational Program Development. An even greater average percentage of tasks (38 percent) in the category 5.8, Informational Services. In the category 5.9, Miscellaneous Activities and Tasks, almost half (47 percent) of the tasks are performed by non-RPD staff.

The trend toward more districts having non-RPD staff performing RPD tasks also supports other areas of results in that different organizational structures are being used in the districts to carry out all functions of the districts. Some of the structures are incorporating the performance of RPD tasks without incorporating specified RPD staff. Expertise of staff and procedures and equipment could also account for non-RPD staff performing RPD tasks; e.g., informational reports may well be generated in data processing units of a district, performance/evaluation by instructional services, new program development by instructional services, informational services by various staff in various units in the district, etc.

Information shown in Figure 9 compares the percentages of average number of districts in which designated RPD or IR staff are responsible for performing the activities in the various categories of the research, planning, and development functions. RPD staff of Wisconsin VTAE districts performed on the average more tasks in the

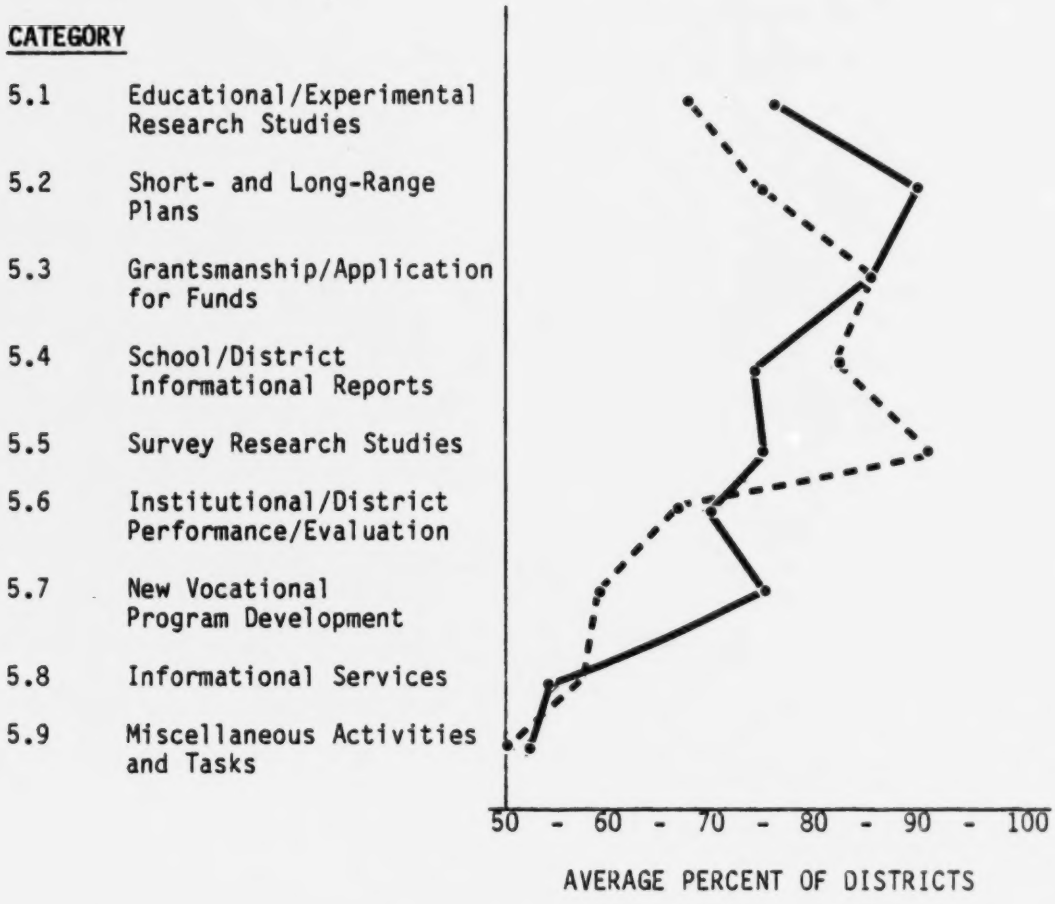
CATEGORY
5.1 Educational/Experimental Research Studies
5.2 Short- and Long-Range Plans
5.3 Grantsmanship/Application for Funds
5.4 School/District Informational Reports
5.5 Survey Research Studies
5.6 Institutional/District Performance/Evaluation
5.7 New Vocational Program Development
5.8 Informational Services
5.9 Miscellaneous Activities and Tasks
50 - 60 - 70 - 80 - 90 - 100
AVERAGE PERCENT OF DISTRICTS
Wisconsin VTAE Districts
Non-Wisconsin Districts

Figure 9

Comparison of Percentage of Average Number of Districts Having RPD Staff Performing Tasks in Each Category

various categories than did RPD staff of non-Wisconsin districts in six of the nine categories. In the composite of all categories and in each of three categories (see Table 11), 5.2, Short- and Long-Range Plans; 5.5, Survey Research Studies; and 5.7, New Vocational Program

Development, the difference between the percentage of tasks performed by RPD staff of Wisconsin VTAE districts and the percentage of tasks performed by RPD staff of non-Wisconsin districts was significant.

In the composite of the categories and in categories 5.2 and 5.7, significantly more Wisconsin VTAE districts had RPD staff perform tasks than did non-Wisconsin districts. In category 5.5, significantly more non-Wisconsin districts had RPD staff perform tasks than did Wisconsin VTAE districts. In three categories, Wisconsin VTAE districts tended to have RPD staff perform more tasks than did non-Wisconsin districts; but the differences were not significant. These categories were 5.1, Educational/Experimental Research Studies; 5.6, Institutional/District Performance/Evaluation; and 5.9, Miscellaneous Activities and Tasks. The same average percentages of tasks (85 percent) in category 5.3, Grantsmanship/Application for Funds, were performed by RPD staff at both Wisconsin VTAE districts and non-Wisconsin districts.

Non-Wisconsin districts tended to have RPD staff perform more tasks in the category 5.8, Informational Services, than did Wisconsin VTAE districts although the difference was not significant. In one category, 5.4, School/District Informational Reports, responses indicated that significantly more non-Wisconsin districts had RPD staff perform tasks than did Wisconsin VTAE districts.

Of the thirty RPD tasks performed at all sixteen Wisconsin VTAE districts, only seven were performed by RPD staff at all districts (see Tables 12 and 14). Of the forty tasks performed by fifteen or more districts, only thirteen were performed by the RPD staff. This pattern

of having RPD staff performing only a portion of the tasks performed by district staff was repeated for tasks performed at both groups of districts. The responses supported the contention that RPD tasks were being performed by other than RPD staff at the district level which was responsible for communication and coordination difficulties within the Wisconsin VTAE system.

Table 16

Ranking[1] of Tasks Performed by District Personnel

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.4.a. | Prepare Statistical/Analytical Reports | 3 | 15.5 |
| 5.4.f. | Prepare Grant Progress Reports | 3 | 35 |
| 5.7.a. | Conduct Needs Assessment/Investigation | 3 | 15.5 |
| 5.7.b. | Develop New Program Proposals | 3 | 15.5 |
| 5.9.b. | Develop School/District Budgets | 3 | 15.5 |
| 5.2.f. | Develop Enrollment Production | 8 | 35 |
| 5.4.b. | Prepare Operational Reports | 8 | 35 |
| 5.4.c. | Prepare State and Federal Enrollment Reports | 8 | 15.5 |
| 5.5.f. | Conduct Graduate Follow-Up Studies | 8 | 15.5 |
| 5.9.a. | Develop School/District Policy Recommendations | 8 | 15.5 |
| 5.3.a. | Develop Applications for Vocational Education Act Funds | 12.5 | 35 |
| 5.3.c. | Develop Applications for Funds From Foundations | 12.5 | 35 |

Table 16 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.4.d. | Prepare State and Federal Financial Reports | 12.5 | 15.5 |
| 5.4.e. | Prepare Self-Study Accreditation Reports | 12.5 | 15.5 |
| 5.2.c. | Develop Financial Plans | 17.5 | 46.5 |
| 5.4.g. | Prepare Institutional Performance Reports | 17.5 | 15.5 |
| 5.4.h. | Prepare Facility Utilization Reports | 17.5 | 15.5 |
| 5.6.b. | Conduct Vocational Program Evaluation | 17.5 | 35 |
| 5.7.e. | Develop Curriculum | 17.5 | 15.5 |
| 5.8.c. | Develop Management Information Systems (MIS) | 17.5 | 46.5 |
| 5.2.a. | Develop Vocational Education Program Plans | 23.5 | 15.5 |
| 5.2.b. | Develop Facility Plans | 23.5 | 35 |
| 5.2.i. | Identify Changing Job Skills | 23.5 | 15.5 |
| 5.5.g. | Conduct Employer Follow-up Studies | 23.5 | 35 |
| 5.6.a. | Develop Institutional Evaluation Models/Plans | 23.5 | 15.5 |
| 5.2.h. | Identify Emerging Occupations | 32.5 | 15.5 |
| 5.3.b. | Develop Applications for CETA/JTPA Funds | 32.5 | 15.5 |
| 5.5.b. | Develop Questionnaire (Survey Studies) | 32.5 | 15.5 |
| 5.5.e. | Prepare Reports of Studies | 32.5 | 15.5 |

Table 16 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.5.i. | Conduct Occupational Needs/Opening Surveys | 32.5 | 15.5 |
| 5.6.c. | Conduct Faculty and Staff Evaluations | 32.5 | 46.5 |
| 5.6.d. | Conduct Support Services/Department Evaluations | 32.5 | 54.5 |
| 5.8.g. | Disseminate Funding (RFP) Information to Faculty/Staff | 32.5 | 35 |
| 5.9.e. | Manage Affirmative Action Program | 32.5 | 15.5 |
| 5.9.f. | Develop Faculty/Staff In-Service Program | 32.5 | 15.5 |
| 5.5.d. | Conduct/Implement (Survey Studies) | 37.5 | 15.5 |
| 5.8.d. | Manage Professional Development Library | 37.5 | 54.5 |
| 5.5.c. | Prepare Reports of Studies (Survey Studies) | 40 | 15.5 |
| 5.7.c. | Locate/Obtain Job/Task Lists | 40 | 15.5 |
| 5.8.a. | Manage Curriculum Library | 40 | 46.5 |
| 5.2.g. | Analyze Business/Industry/Agricultural Trends | 43 | 54.5 |
| 5.5.a. | Develop Research Designs | 43 | 15.5 |
| 5.8.e. | Prepare Reports of Studies | 43 | 46.5 |
| 5.1.a. | Design/Develop (Educational Studies) | 46.5 | 46.5 |
| 5.1.b. | Conduct/Implement (Educational Studies) | 46.5 | 46.5 |
| 5.1.d. | Prepare Reports (Education Studies) | 46.5 | 46.5 |
| 5.1.e. | Disseminate Reports (Educational Studies) | 46.5 | 46.5 |

Table 16 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.7.d. | Conduct Job/Task Analysis | 49.5 | 35 |
| 5.9.c. | Manage Foundation Office | 49.5 | 15.5 |
| 5.2.d. | Develop Population Projections | 51.5 | 46.5 |
| 5.8.b. | Manage Research/Development Resource Library | 51.5 | 15.5 |
| 5.6.e. | Conduct Cost/Benefit/Effectiveness Studies | 53 | 54.5 |
| 5.5.h. | Conduct Occupational Skill/Competency Surveys | 54 | 15.5 |
| 5.2.e. | Develop Labor Force Projections | 55.5 | 54.5 |
| 5.8.f. | Manage Professional Development Library | 55.5 | 54.5 |
| 5.9.d. | Mange Alumni Office | 57 | 46.5 |
| 5.1.c. | Contract Out for Research Studies | 58 | 58 |

[1]Ranked with "1" having greatest number of responses.

[2]Tasks listed in order of non-Wisconsin rank.

Five tasks were performed by staff at all non-Wisconsin districts, but none of these tasks was performed by RPD staff at all districts (see Tables 14 and 16). Of the twenty tasks performed by staff at 90 percent or more of the following districts, only three tasks were performed by RPD staff at 90 percent of the districts consistently. The staff and the RPD staff of the non-Wisconsin districts performed

fewer tasks (see Tables 13 and 15) than did the respective staffs in Wisconsin VTAE districts. These results were contrary to the expectation prior to the study, as the original expectation was that additional tasks would be performed at a greater percentage of non-Wisconsin districts and would, thereby, provide additional tasks for Wisconsin VTAE districts' administration to consider performing.

The similar pattern of performance of a number of tasks at a large percentage of both Wisconsin VTAE districts and non-Wisconsin districts by non-RPD staff indicated the potential concern for lack of communication and coordination between the state RCU staff and the district staff and among districts' staffs in the performance of the RPD tasks. The extent of this concern was not addressed in this study; while without the typical organizational linkages between and among the IR/RPD units of a state system of districts, this concern seems very plausible. Based on the results, the concerns expressed by the Wisconsin RCU staff regarding communications and coordination of task performance are supported and need to be addressed by the district and system administration.

Table 17

Ranking[1] of Tasks Performed by District RPD Personnel

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.4.a. | Prepare Statistical/Analytical Reports | 1 | 35 |
| 5.3.c. | Develop Applications for Funds From Foundations | 2.5 | 41 |

Table 17 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.7.a. | Conduct Needs Assessment/Investigation | 2.5 | 4 |
| 5.2.f. | Develop Enrollment Projections | 5 | 10.5 |
| 5.2.j. | Establish School Research/Development Priorities | 5 | 10.5 |
| 5.4.f. | Prepare Grant Progress Reports | 5 | 19 |
| 5.3.a. | Develop Applications for Vocational Education Act Funds | 8 | 10.5 |
| 5.4.c. | Prepare State and Federal Enrollment Reports | 8 | 45 |
| 5.5.f. | Conduct Graduate Follow-up Studies | 8 | 41 |
| 5.4.b. | Prepare Operational Reports | 9.5 | 41 |
| 5.4.e. | Prepare Self-Study Accreditation Reports | 9.5 | 28.5 |
| 5.3.b. | Develop Applications for CETA/JTPA Funds | 14 | 10.5 |
| 5.5.b. | Develop Questionnaires | 14 | 4 |
| 5.5.e. | Prepare Reports of Studies | 14 | 4 |
| 5.5.g. | Conduct Employer Follow-up Studies | 14 | 35 |
| 5.6.a. | Develop Institutional Evaluation Model/Plans | 14 | 19 |
| 5.2.a. | Develop Vocational Education Program Plans | 19 | 4 |
| 5.4.g. | Prepare Institutional Performance Reports | 19 | 28.5 |
| 5.5.d. | Conduct/Implement (Survey Studies) | 19 | 4 |

Table 17 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.8.c. | Develop Management Information Systems | 19 | 41 |
| 5.8.g. | Disseminate Funding Information to Faculty/Staff | 19 | 35 |
| 5.1.a. | Design/Develop (Experimental Research Studies) | 26.5 | 19 |
| 5.1.b. | Conduct/Implement (Experimental Research Studies) | 26.5 | 28.5 |
| 5.1.d. | Prepare Reports (Experimental Research Studies) | 26.5 | 28.5 |
| 5.1.e. | Disseminate Reports (Experimental Research Studies) | 26.5 | 28.5 |
| 5.2.c. | Develop Financial Plans | 26.5 | 35 |
| 5.2.g. | Analyze Business/Industry/Agricultural Trends | 26.5 | 28.5 |
| 5.2.h. | Identify Emerging Occupations | 26.5 | 10.5 |
| 5.5.c. | Select Population/Sample (Survey Research) | 26.5 | 4 |
| 5.6.b. | Conduct Vocational Program Evaluation | 26.5 | 19 |
| 5.9.a. | Develop School/District Policy Recommendations | 26.5 | 28.5 |
| 5.4.h. | Prepare Facility Utilization Reports | 32.5 | 28.5 |
| 5.5.a. | Develop Research Designs (Survey Research) | 32.5 | 4 |
| 5.5.i. | Conduct Occupational Needs/Opening Surveys | 34 | 19 |
| 5.2.i. | Identify Changing Job Skills | 36.5 | 10.5 |

Table 17 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.6.d. | Conduct Support Services/Department Evaluations | 36.5 | 51 |
| 5.7.b | Develop New Program Proposals | 36.5 | 19 |
| 5.9.b. | Develop School District Budgets | 36.5 | 19 |
| 5.2.b. | Develop Facility Plans | 39.5 | 19 |
| 5.8.b. | Manage Research/Development Resource Library | 39.5 | 41 |
| 5.2.d. | Develop Population Projections | 42.5 | 19 |
| 5.2.e. | Develop Labor Force Projections | 42.5 | 19 |
| 5.4.d. | Prepare State and Federal Financial Reports | 42.5 | 45 |
| 5.8.d. | Manage Management Information Systems | 42.5 | 55.5 |
| 5.6.e. | Conduct Cost/Benefit/Effectiveness Studies | 45 | 41 |
| 5.8.e. | Conduct Computer Search of Data Base (ERIC) | 46 | 35 |
| 5.6.c. | Conduct Faculty and Staff Evaluations | 47 | 47.5 |
| 5.5.h. | Conduct Occupational Skill/Competency Surveys | 48 | 19 |
| 5.7.c. | Locate/Obtain Job/Task Lists | 50 | 41 |
| 5.7.d. | Conduct Job/Task Analyses | 50 | 47.5 |
| 5.9.f. | Develop Faculty/Staff In-Service Program | 50 | 51 |
| 5.9.e. | Manage Affirmative Action Program | 52 | 55.5 |
| 5.7.e. | Develop Curriculum (New Program) | 53 | 47.5 |

Table 17 (continued)

| | Tasks[2] | Non-Wisconsin Rank | VTAE Rank |
|---|---|---|---|
| 5.1.c. | Contract Out for Research Studies | 54 | 51 |
| 5.9.c. | Manage Foundation Office | 55 | 53.5 |
| 5.8.f. | Manage Professional Development Library | 56 | 53.5 |
| 5.8.a. | Manage Curriculum Resource Library | 57 | 57 |
| 5.9.d. | Manage Alumni Office | 58 | 58 |

[1]Ranked with "1" having greatest number of responses.

[2]Tasks listed in order of non-Wisconsin rank.

The ranking of tasks performed by staff and by RPD staff at the Wisconsin and non-Wisconsin districts is found in Tables 16 and 17 respectively. Review of these tables reveals that a considerable variance in the task rankings of Wisconsin VTAE districts and non-Wisconsin districts having staff and specifically RPD staff performing the tasks in the various categories. It must be noted that a considerable number of tasks performed by the staff and by the RPD staff of Wisconsin VTAE districts and non-Wisconson districts had the same rank. This indicated that groups of tasks were assigned and performed by staff and RPD staff. The individual task response percentages are included as Appendix K for districts having staff performing the tasks and as Appendix L for districts having RPD staff performing tasks.

Noticeably absent from the important ranking of tasks performed by districts were those tasks in the category 5.1, Educational/Experimental Research Studies. This is consistent with those such as Gross (1975:9) who feel that "research in the fundamental concepts of a discipline is the province of the university" and the "community college with the application of research." Otherwise, there appears to be no consistent pattern of percentage of tasks performed in any category or by Wisconsin VTAE districts or non-Wisconsin districts. This also indicates that districts are at various stages of maturity in the identification and need for performance of the various tasks.

## Recommendations

The following recommendations are made as a result of this study:

1. The results of this study be used by the WBVTAE RCU to support the development of a broader communication network between its staff and district staff performing the various RPD tasks because of the diversity of levels and staff responsible for performing the various RPD tasks.

2. The VTAE district administration evaluate the level of administration and the staff members responsible for performing the RPD tasks using the results of this study as a basis.

3. The VTAE district administration evaluate the communication and coordination between/among staff members responsible for performing RPD tasks as a means of increasing effectiveness of performance.

4. The VTAE district administration use the listing and rankings of tasks to identify RPD tasks that are not currently performed by district staff and determine whether such tasks should be performed by district staff and by whom.

5. The results of this study be shared with the RCU of other states and the non-Wisconsin districts for use in assessment of communication with coordination between and performance of RPD tasks by staff members of the various districts.

6. A study be conducted to compare the performance level of RPD tasks performed at districts having RPD staff performing the tasks with districts having various staff performing these same tasks.

The districts among and between RCU and district cooperation and coordination will necessarily need to be increased to enable more effective use of the data and information. Decision makers at various levels of the education system, the local, the regional, the state, and the national, need to have information in consistent formats. This can probably only occur as a result of conscious efforts to promote communication among staff members responsible for administrating and performing the tasks in the functions of research, planning, and development.

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# APPENDIX A

## VOCATIONAL, TECHNICAL AND ADULT EDUCATION, 38.04

NOTE: Chapter 38 is from the 1975 Wisconsin Statutes as affected by chapters 29, 273, 300 and 418, laws of 1977. This copy is subject to change prior to publication in the 1977 statutes.

# CHAPTER 38

## VOCATIONAL, TECHNICAL AND ADULT EDUCATION


38.001 Mission.
38.01 Definitions.
38.02 Establishment.
38.04 Board of vocational, technical and adult education; powers and duties.
38.06 District boundaries.
38.08 Composition and organization of district board.
38.10 Appointment of district board members.
38.12 District board duties.
38.14 District board powers.
38.16 District tax levy.
38.18 Contracts and bidding.
38.20 Adjustment of assets and liabilities.
38.22 Admission requirements.
38.24 Fees and tuition.
38.28 State aid.
38.29 District budget limitations.
38.30 Special aid for veterans.
38.31 Educational approval board.


**38.001 Mission.** The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level.

History: 1971 c. 100, 125, 211.

**38.01 Definitions.** In this chapter:

(1) "Board" means the board of vocational, technical and adult education.

(2) "District" means a vocational, technical and adult education district established under this chapter.

(3) "District board" means the district board in charge of the vocational, technical and adult education schools of a district.

(4) "School district" means a school district operating high school grades.

(5) "School board" means the school board in charge of the public schools of a school district.

(6) "School year" means the time commencing with July 1 and ending with the next succeeding June 30.

(7) "Associate degree program" means a 2-year, post-high school program in an area designated and approved by the board for which the course requirements are established by the board.

(8) "Collegiate transfer program" means a state-wide, full-time program, designated and approved by the board, in which the credits earned may be transferable to a 4-year institution of higher education.

(9) "Vocational diploma program" means a one- or 2-year, full-time program in an area designated and approved by the board for which the course requirements are established by the board.

(10) "Vocational-adult program" means a part-time vocationally oriented program established by a district board which is approved by the state director under procedures established by the board.

History: 1971 c. 154, 211; 1975 c. 39.

**38.02 Establishment.** There is established under this chapter a system of vocational, technical and adult education to foster and maintain instruction in courses approved by the board in part-time and full-time day or evening classes. Every person at least the age specified in s. 118.15 (1) (b) who can profit thereby is eligible to receive instruction under this chapter and rules established by the board.

History: 1971 c. 154.

**38.04 Board of vocational, technical and adult education; powers and duties.** (1) GENERAL. The board shall determine the organization, plans, scope and development of vocational, technical and adult education. For state aid, credit determination and other purposes, the board shall establish criteria for the establishment of district schools and shall classify and name the district schools.

(2) DIRECTOR. The board shall appoint a director, outside the classified service, to serve at its pleasure.

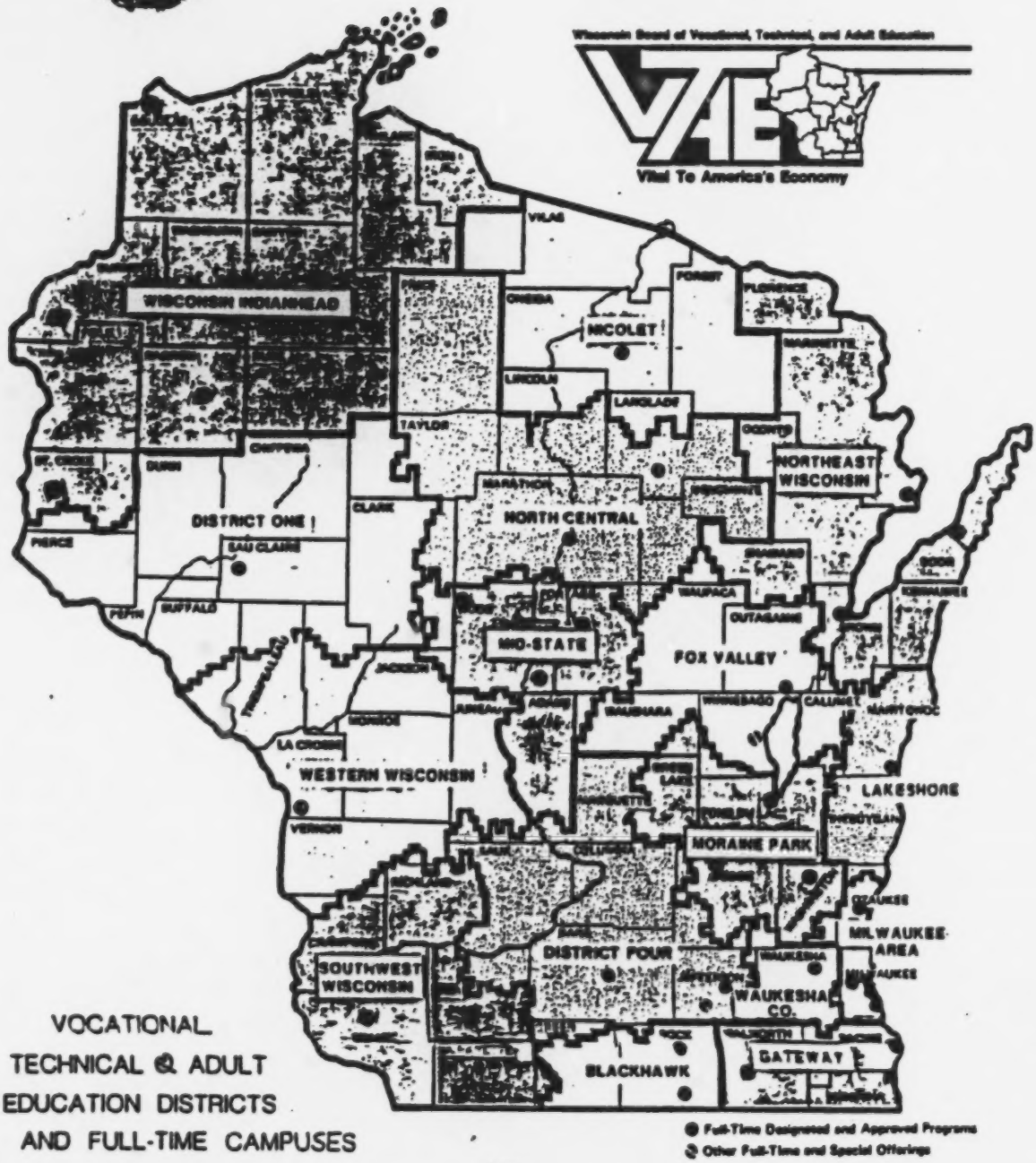
(3) STAFF. The board shall appoint such staff as is necessary under the classified service. Three positions in addition to the director shall be filled outside the classified service.

(4) TEACHER AND COURSE REQUIREMENTS. (a) The qualifications of educational personnel and the courses of study for each program offered in district schools shall be approved by the

APPENDIX B

LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

# State of Wisconsin
## BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION




VOCATIONAL TECHNICAL & ADULT EDUCATION DISTRICTS AND FULL-TIME CAMPUSES

# APPENDIX C

## VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

## DISTRICT AND FULL-TIME CAMPUSES

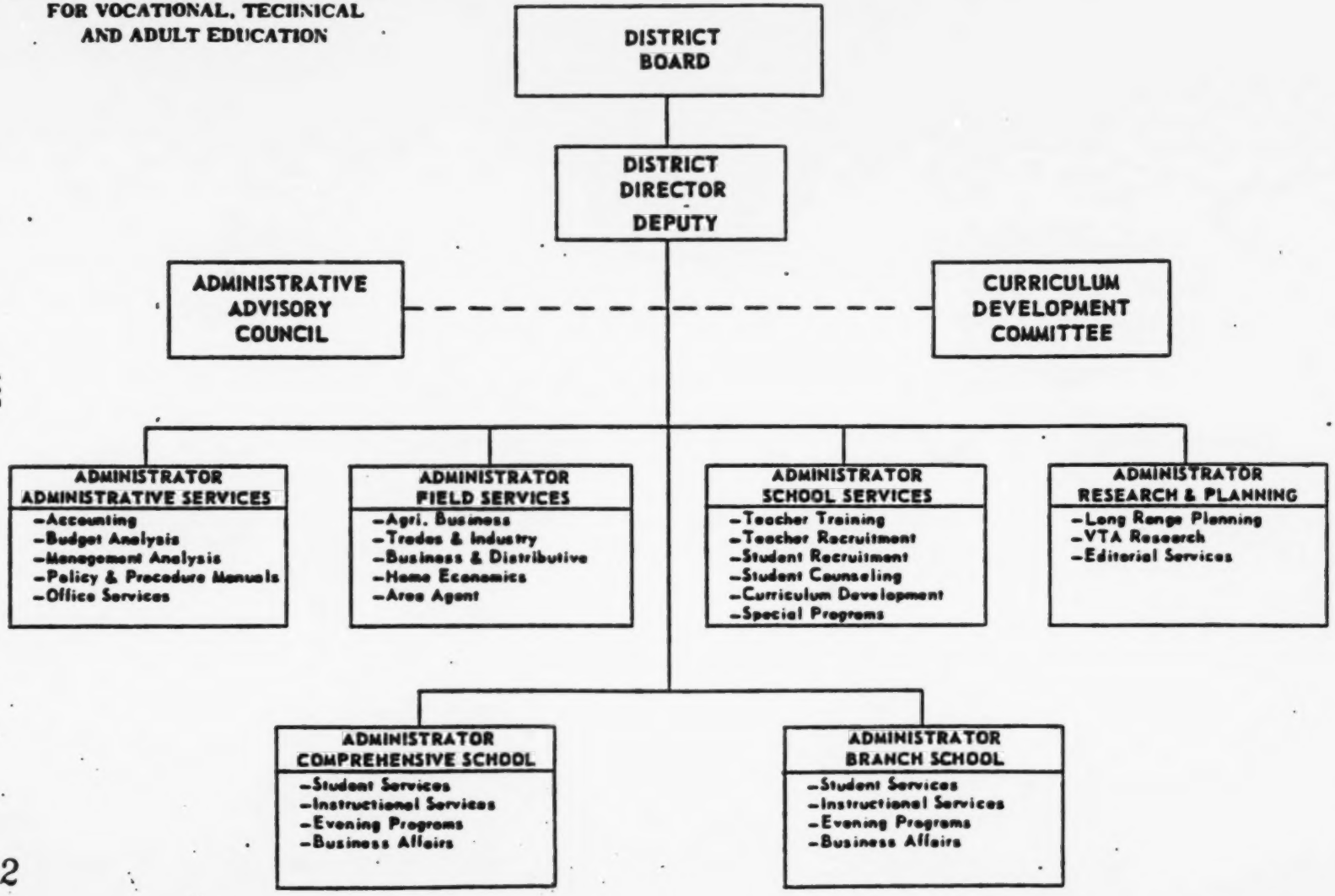
# Lakeshore VTAE District

Manitowoc County less the portion of the Chilton, Brillion, and Denmark school districts; Sheboygan County less the portion of the New Holstein school district; plus the portion of the Kiel school district in Calumet County and Cedar Grove and Random Lake school districts in Ozaukee County.

# APPENDIX D

## PROPOSED DISTRICT ORGANIZATION FOR VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

**PROPOSED DISTRICT ORGANIZATION FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION**



APPENDIX E

RESEARCH, PLANNING, AND DEVELOPMENT ROLE AND FUNCTION IN VTAE DISTRICTS, COMMUNITY COLLEGES, AND TECHNICAL INSTITUTES QUESTIONNAIRE

RESEARCH, PLANNING, AND DEVELOPMENT ROLE AND FUNCTION
IN VTAE DISTRICTS, COMMUNITY COLLEGES, AND
TECHNICAL INSTITUTES QUESTIONNAIRE

Please indicate changes to mailing label

1. Indicate which of the following functions your school/district conducts, performs, and/or administers.

   a. _____ Research
   b. _____ Planning
   c. _____ Resource development

2. Please indicate how your school/district is organized for the above functions.

   a. _____ No particular discrete organizational unit or section
   b. _____ Research, planning, and resource development (RPD) functions are administered by or through one unit or section
   c. _____ Research is organized as a discrete/separate unit
   d. _____ Planning is organized as a discrete/separate unit
   e. _____ Resource development is organized as a discrete/separate unit
   f. _____ Other: _____

3. Please check ( ) the level at which the following function(s) are administered at your institution; e.g., (1) the chief executive officer; i.e., superintendent, president, principal, or administrator; (2) a staff assistant to the chief executive officer; or (3) first, second, or third-line level below the chief executive officer.

| | Level Administered | | | | |
|---|---|---|---|---|---|
| Functions | Chief Exec. Off. or Admin. | Staff Asst. to Chief Exec. Off./Admin. | 1st-Line Level Below the Chief Exec. Off. | 2nd-Line Level Below the Chief Exec. Off. | 3rd-Line Level Below the Chief Exec. Off. |
| a. Research | _____ | _____ | _____ | _____ | _____ |
| b. Planning | _____ | _____ | _____ | _____ | _____ |
| c. Resource Development | _____ | _____ | _____ | _____ | _____ |

4. Please indicate the title(s) of the person(s) or position(s) responsible for and the title(s) of person(s) to whom they report for the following:

| Functions | Title of Person Responsible | Title of Person to Whom Report |
|---|---|---|
| a. Research | | |
| b. Planning | | |
| c. Resource Development | | |

5. Following is a list of tasks or activities usually performed in the areas of research, planning, and resource development. Place a ( ) in column (1) those items generally performed or administered at your institution. Also, ( ) in column (2) those items generally performed or administered by personnel assigned or responsible for research, planning, and/or resource development (RPD). Place a ( ) in column (3) for those items not performed or administered in your institution.

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.1 Educational/Experimental Research Studies | | | |
| a. Design/develop | | | |
| b. Conduct/implement | | | |
| c. Contract out for research studies | | | |
| d. Prepare reports | | | |
| e. Disseminate reports | | | |
| f. Other: _____ | | | |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.2 Short- and Long-Range Plans | | | |
| a. Develop vocational education program plans | | | |
| b. Develop facility plans | | | |
| c. Develop financial plans | | | |
| d. Develop population projections | | | |
| e. Develop labor force projections | | | |
| f. Develop enrollment projections | | | |
| g. Analyze business/ industry/agriculture trends | | | |
| h. Identify emerging occupations | | | |
| i. Identify changing job skills | | | |
| j. Establish school research/development priorities | | | |
| k. Other: _____ | | | |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.3 Grantsmanship/Application for Funds | | | |
| a. Develop applications for Vocational Education Act funds | _____ | _____ | _____ |
| b. Develop applications for CETA/JTPA funds | _____ | _____ | _____ |
| c. Develop applications for funds from foundations | _____ | _____ | _____ |
| d. Other: _____ | _____ | _____ | _____ |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.4 School/District Informational Reports | | | |
| a. Prepare statistical/ analytical reports | _____ | _____ | _____ |
| b. Prepare operational reports | _____ | _____ | _____ |
| c. Prepare state and federal enrollment reports | _____ | _____ | _____ |
| d. Prepare state and federal financial reports | _____ | _____ | _____ |
| e. Prepare self-study/accreditation reports | _____ | _____ | _____ |
| f. Prepare grant progress reports | _____ | _____ | _____ |
| g. Prepare institutional performance reports | _____ | _____ | _____ |
| h. Prepare facility utilization reports | _____ | _____ | _____ |
| i. Other: _____ | _____ | _____ | _____ |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.5 Survey Research Studies | | | |
| a. Develop research designs | | | |
| b. Develop questionnaires | | | |
| c. Select population/sample | | | |
| d. Conduct/implement | | | |
| e. Prepare reports of studies | | | |
| f. Conduct graduate follow-up studies | | | |
| g. Conduct employer follow-up studies | | | |
| h. Conduct occupational skill/competency survey | | | |
| i. Conduct occupational needs/opening surveys | | | |
| j. Other: _____ | | | |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.6 Institutional/District Performance/Evaluation | | | |
| a. Develop institutional evaluation models/plans | | | |
| b. Conduct vocational program evaluation | | | |
| c. Conduct faculty and staff evaluation | | | |
| d. Conduct support services/department evaluation | | | |
| e. Conduct cost/benefit/effectiveness studies | | | |
| f. Other: _____ | | | |
| 5.7 New Vocational Program Development | | | |
| a. Conduct needs assessment/investigation | | | |
| b. Develop new program proposals | | | |
| c. Locate/obtain job/task lists | | | |
| d. Conduct job/task analysis | | | |
| e. Develop curriculum | | | |
| f. Other: _____ | | | |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.8 Informational Services | | | |
| a. Manage curriculum resource library | _____ | _____ | _____ |
| b. Manage research/development resource library | _____ | _____ | _____ |
| c. Develop Management Information Systems (MIS) | _____ | _____ | _____ |
| d. Manage Management Information Systems | _____ | _____ | _____ |
| e. Conduct computer search of data bases (ERIC, etc.) | _____ | _____ | _____ |
| f. Manage professional development library | _____ | _____ | _____ |
| g. Disseminate funding (RPF) information to faculty/staff | _____ | _____ | _____ |
| h. Other: _____ | _____ | _____ | _____ |

| Activities/Tasks | (1) Administered, Conducted, or Performed by School/District | (2) Administered, Conducted, or Performed by School/District RPD Personnel | (3) Not Administered, Conducted, or Performed by School/District |
|---|---|---|---|
| 5.9 Miscellaneous Activities and Tasks | | | |
| a. Develop school/district policy recommendations | _____ | _____ | _____ |
| b. Develop school/district budgets | _____ | _____ | _____ |
| c. Manage foundation office | _____ | _____ | _____ |
| d. Manage alumni office | _____ | _____ | _____ |
| e. Manage affirmative action program | _____ | _____ | _____ |
| f. Develop faculty/staff in-service program | _____ | _____ | _____ |
| g. Other: _____ | _____ | _____ | _____ |
| h. Other: _____ | _____ | _____ | _____ |
| i. Other: _____ | _____ | _____ | _____ |

6. General comments/suggestions: _____

_____

_____

7. Name and title of person responding if not indicated on mailing label.

_____

_____

8. Would you like a copy of the report of this study? _____ Yes _____ No

Thank you for your assistance in this study.

APPENDIX F

COVER LETTER

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

ROBERT P. SORENSEN, Ph.D.
State Director
4802 Sheboygan Avenue, 7th Floor
P. O. Box 7874
MADISON, WISCONSIN 53707

September 12, 1984

Dear Director/Administrator of
Institutional Research, Planning, and Resource Development:

The Research Committee of the Wisconsin Association of Vocational, Technical and Adult Education Administrators is studying the role and functions of institutional/district research, planning, and development offices. In cooperation with the Wisconsin Research Coordinating Unit (RCU) and the RCU staff of your state, your school/district has been identified as having a research/planning and/or resource development (RPD) office or unit which could provide input into this study. In some cases, the functions may be performed or administered on a collaborative basis with no discrete administrative unit responsible. Inputs from these situations would also be important to the study.

We would appreciate it if you or someone involved with RPD would take the time from your busy schedule to complete the enclosed questionnaire and return it by September 28 in the enclosed envelope to the RCU, Wisconsin Board of Vocational, Technical and Adult Education, 4802 Sheboygan Avenue, Seventh Floor, P.O. Box 7874, Madison, WI 53707. We would also appreciate receiving a copy of your organizational chart and position descriptions relevant to RPD.

Please indicate whether you would like to receive a copy of the final report.

If you should have any questions, please call me at (608) 266-3705. Thank you for your input.

Sincerely,

Roland J. Krogstad
Research Consultant

RJK:daj

Enclosure

# APPENDIX G

## Z-TEST OF PROPORTIONS (TEST OF SIGNIFICANCE)

## Z-TEST OF PROPORTIONS[1] (TEST OF SIGNIFICANCE)

$$Z = \frac{P_1 - P_2}{\frac{X_1 + X_2}{n_1 + n_2}\left(1 - \frac{X_1 + X_2}{n_1 + n_2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$P_1$ = proportion of "performs" responses from Wisconsin VTAE districts.

$P_2$ = proportion of "performs" responses from non-Wisconsin districts.

$n_1$ = number in sample population of VTAE districts = 16.

$n_2$ = number in sample population of non-Wisconsin districts = 41.

$X_1$ = number of "performs" responses from VTAE districts.

$X_2$ = number of "performs" responses from non-Wisconsin districts.

Critical z-value for two-tailed test at .05 level: + 1.96

[1]--Heinzie, David, Fundamentals of Managerial Statistics, Southwestern Publishing Company, 1980, page 248.

APPENDIX H

ALPHABETICAL LISTING OF DISTRICTS AND INDIVIDUALS

RESPONDING TO QUESTIONNAIRE

ALPHABETICAL LISTING OF DISTRICTS AND INDIVIDUALS
RESPONDING TO QUESTIONNAIRE

| District | Individual Respondent |
|---|---|
| **Wisconsin VTAE Districts** | |
| 1. Blackhawk VTAE District<br>Janesville, Wisconsin | Robert Borremans |
| 2. Fox Valley VTAE District<br>Appleton, Wisconsin | Kathleen Paris |
| 3. Gateway VTAE District<br>Kenosha, Wisconsin | Nicholas Covelli |
| 4. Lakeshore VTAE District<br>Cleveland, Wisconsin | Marvin Schrader |
| 5. Madison Area VTAE District<br>Madison, Wisconsin | Daryush Nowrasteh |
| 6. Mid-State VTAE District<br>Wisconsin Rapids, Wisconsin | Max Farning |
| 7. Milwaukee Area VTAE District<br>Milwaukee, Wisconsin | Dennis Redovich |
| 8. Moraine Park VTAE District<br>Fond du Lac, Wisconsin | Ronald Hall |
| 9. Nicolet VTAE District and Technical College<br>Rhinelander, Wisconsin | Thomas Maney |
| 10. North Central VTAE District<br>Wausau, Wisconsin | Russell Paulsen |
| 11. Northeastern Wisconsin VTAE District<br>Green Bay, Wisconsin | Donald Bressler |
| 12. Southwest VTAE District<br>Fennimore, Wisconsin | Ellen Day |
| 13. VTAE District Number One<br>Eau Claire, Wisconsin | Wayne Atkins |
| 14. Waukesha County VTAE District<br>Waukesha, Wisconsin | Diana Gonzales |

| | | |
|---|---|---|
| 15. | Western Wisconsin VTAE District<br>La Crosse, Wisconsin | William Tempte |
| 16. | Wisconsin Indianhead VTAE District<br>Shell Lake, Wisconsin | Vasant Kumar |

**Non-Wisconsin Districts**

| | | |
|---|---|---|
| 1. | Anoka-Hennepin Area Voc-Tech Institute<br>Anoka, Minnesota | -- |
| 2. | Butler County Community College<br>Butler, Pennsylvania | John Bacon |
| 3. | Caldwell Community College<br>Lenoir, North Carolina | Candace Tippett |
| 4. | Central Piedmont College<br>Charlotte, North Carolina | William McIntosh |
| 5. | College of the Mainland<br>Texas City, Texas | Donald Bass |
| 6. | Community College of Denver<br>Westminster, Colorado | Lawerence Caste |
| 7. | Cyahoga Community College<br>Dallas, Texas | Richard Romoser |
| 8. | Dallas County Community College<br>Dallas, Texas | Colin Show |
| 9. | DeKalb Area Voc-Tech. School<br>Clarkston, Georgia | Berman Johnson |
| 10. | Des Moines Area Community College<br>Ankeny, Iowa | Ronald McClurg |
| 11. | Enterprise State Junior College<br>Enterprise, Alabama | Mackie Jordan |
| 12. | Golden West College<br>Huntington Beach, California | Donald Randol |
| 13. | Guilford Technical Institute<br>Jamestown, North Carolina | Kathleen Flower |
| 14. | Hudson Valley Community College<br>Troy, New York | James Macklin |

| | | |
|---|---|---|
| 15. | Indiana Vocation-Technical College<br>Gary, Indiana | Clyde Colgnore |
| 16. | ITT Technical Institute<br>Indianapolis, Indiana | -- |
| 17. | John A. Logan College<br>Carterville, Illinois | Blanche Sloan |
| 18. | Kalamazoo Valley Community College<br>Kalamazoo, Michigan | Nancy Woods |
| 19. | Kingsborough Community College<br>Brooklyn, New York | Gerald Di Mauro |
| 20. | Kirkwood Community College<br>Cedar Rapids, Iowa | Steve Ovel |
| 21. | Lakewood Community College<br>White Bear Lake, Minnesota | Harris Miller |
| 22. | Lane Community College<br>Eugene, Oregon | Julie Aspinwall-Lamberts |
| 23. | Lansing Community College<br>Lansing, Michigan | Diane Smolan |
| 24. | Lee County Voc-Tech. Center<br>Fort Meyers, Florida | Donald Stone |
| 25. | Lower Columbia College<br>Lonview, Washington | Steve Kridelbaugh |
| 26. | Macomb Community College<br>Warren, Michigan | Edward Breen |
| 27. | Metropolitan Tech Community College<br>Omaha, Nebraska | John Weber |
| 28. | Midlands Technical College<br>Columbia, South Carolina | Dan Ruff |
| 29. | Mount Hood Community College<br>Gresham, Oregon | R. Van Walleri |
| 30. | Normandale Community College<br>Bloomington, Minnesota | Oria Brinkmeier |

| | | |
|---|---|---|
| 31. | Portland Community College<br>Portland, Oregon | Mickey Williamson |
| 32. | Renton Vocational-Technical Institute<br>Renton, Washington | Delight Willing |
| 33. | Saint Paul Area Voc-Tech School<br>Saint Paul, Minnesota | L. C. Linden |
| 34. | Santa Ana College<br>Santa Ana, California | Julie Stark |
| 35. | Shasta College<br>Redding, California | Cathy Hillesheim |
| 36. | Southern West Virginia Community College<br>Logan, West Virginia | Jerry Hardin |
| 37. | Spokane Community College<br>Spokane, Washington | Richard Halvorson |
| 38. | SUNY-Broome Community College<br>Binghamton, New York | Helen Veres |
| 39. | Texas State Tech Institute at Connally<br>Waco, Texas | Clay Johnson |
| 40. | Tacoma Community College<br>Tacoma, Washington | -- |
| 41. | West Virginia Northern Community College<br>Wheeling, West Virginia | Roger Haigh |

# APPENDIX I

## PERSONS TO WHOM STAFF PERFORMING RPD FUNCTIONS REPORT IN WISCONSIN VTAE DISTRICTS

PERSONS TO WHOM STAFF PERFORMING RPD FUNCTIONS
REPORT IN WISCONSIN VTAE DISTRICTS

**Research Function**

| Staff Title | Reports To |
|---|---|
| Research Specialist | Assistant Director |
| Officer Institutional Research and Planning | Administrator--Planning, Development, and Accountability |
| Coordinator--Research, Grants, and Contracts | Assistant Director--Research and and Instructional Services |
| Assistant Director--Research | District Director |
| Administrator--Research, Planning, and Development | District Director |
| Administrator--Campus Operations | District Director |
| Administrator--Research, Planning, Development, and Facilities | Assistant Director--Administrative Services |
| Specialist--Research | District Director |
| Coordinator--Grants, Aids, and Research | Administrator--Instructional Services |
| Curriculum Specialist and Placement Specialist | Administrator--Educational Programs and Administrator--Student Services |
| Supervisor--Research and Planning | Director--Instructional Services |
| Assistant to District Director | District Director |
| Administrator--Research and Marketing Services | District Director |
| Director--Administrative Affairs | District Director |
| Officer--Institutional Research and Planning | District Director |

**Planning Function**

| | |
|---|---|
| Assistant Director--Research, Planning, and Development | District Director |
| Officer--Institutional Research, and Planning | Administrator--Planning, Development, and Accountability |
| Coordinator--Research, Grants, and Contracts | Assistant Director--Research and Instructional Services |
| Assistant Director--Research | District Director |
| Administrator--Research, Planning, and Development | District Director |
| Assistant Director--Educational Services | District Director |
| Administrator--Research, Planning, Development, and Facilities | Assistant Director-Administrative Services |
| Specialist--Research | District Director |

| | |
|---|---|
| Coordinator--Grants, Aids, and Research | Administrator--Instructional Services |
| Administrative--Educational Programs | Assistant District Director |
| Supervisor--Research and Marketing | Director--Instructional Services |
| Assistant to District Director | District Director |
| Administrator--Research | District Director |
| Director--Administrative Affairs | District Director |
| Officer--Institutional Research and Planning | District Director |

**Planning Function**

| | |
|---|---|
| Assistant Directors--Research | District Directors |
| Officer--Institutional Research and Planning | Administrator--Planning, Development, and Accountability |
| Coordinator--Research, Grants, and Contracts | Assistant Director--Research and Instructional Services |
| Assistant Directors--Research | District Directors |
| Administrator--Research, Planning, and Development | District Directors |
| Administrator--Research, Planning, and Development | District Director |
| Assistant Director--Educational Services | District Director |
| Administrator--Research, Planning, and Facilities | Assistant Director--Administrative Services |
| Specialist--Research | District Director |
| Coordinator--Grants, Aids, and Research | Administrator--Instructional Services |
| Administrator--Educational Programs | Assistant District Services Director |
| Supervisor--Research and Planning | Director--Instructional Services |
| Assistant to District Director | District Director |
| Administration--Research and Marketing Services | District Director |
| Director--Administrative Affairs | District Director |
| Officer--Institutional Research and Planning | District Director |

**Development Function**

| | |
|---|---|
| Assistant Director--Research, Planning, and Development | District Director |
| Grants Offices | Administrator--Planning, Development, and Accountability |
| Coordinator--Research, Grants, and Contracts | Assistant Director--Research and Instructional Services |

| | |
|---|---|
| Assistant Director--Research | District Director |
| Administrator--Research, Planning, and Development | District Director |
| Administrator--Research, Planning, and Development | District Director |
| School--Community Relations Officer | District Director |
| Coordinator--Special Needs | Administator--Student Services |
| Coordinator(s)--Economic Development | Administrator--Adult and Continuing Education |
| Coordinator--Grants, Aids, and Research | Administration--Instructional Services |
| Specialist--Public Relations and Specialist Special Projects | District Director and Administrator--Educational Programs |
| Supervisor--Research and Planning | Director--Instructional Services |
| Manager--Resource Development | Assistant to the Director |
| Manager--Projects | Administrator--Research and Marketing Services |
| District Direction | District Board |
| Officer--Development | District Director |

APPENDIX J

PERSONS TO WHOM STAFF PERFORMING RPD FUNCTIONS

REPORT IN NON-WISCONSIN DISTRICTS

PERSONS TO WHOM STAFF PERFORMING RPD FUNCTIONS
REPORT IN NON-WISCONSIN DISTRICTS

**Research Function**

| Staff Title | Reports To |
|---|---|
| Director--Education | Center Director |
| Associate Dean | President |
| Director--Research | Vice President |
| Director--Institutional Planning | President |
| Vice President--Administration | President |
| Director--Institutional Research | Vice President |
| Resource Analysis Officer | Vice President |
| Assistant to President | President |
| Associate Dean--Development | Dean--Development |
| Director--Research | Vice President |
| Director--Research | Dean |
| Director--Planning and Research | Assistant Chancellor |
| Director--Educational Evaluation and Marketing Research | Vice President |
| Director--Program Research | Vice President |
| Dean--College Services | Vice President |
| Research Specialist | Dean |
| Dean--Research and MIS | President |
| Director--Planning and Research | President |
| Vice President--Educational Planning | President |
| Coordinator--Research and Analytical Studies | Director--College Planning and Development |
| Director--Planning and Research | Vice President |
| Director--Planning and MIS | President |
| Director--Research | President |
| Executive Dean | President |
| Director--Institutional Research and Grants | President |
| Officer--Research | Assistant Superintendent |
| Coordinator--Research | Dean |
| Manager--Division | Assistant Director |
| Administrator--Program | Director |
| Director--Research and Planning | Vice President |
| Director--Research | Dean |
| Director--Research | Associate Dean |
| Director--Research | Director--Planning |
| Director--Research, Evaluation, and Program Planning | Assistant Superintendent |
| Director--Research | President |
| Associate Director--Productivity Center | Director--Productivity Center |

| | |
|---|---|
| Executive Director--Resource Development and Government Relations | President |
| Dean--Instruction | President |

**Planning Function**

| | |
|---|---|
| Assistant Center Director | Center Director |
| Program Chairperson | Assistant Director |
| Associate Dean | President |
| Dean--Administration and Planning | President |
| Director--Institutional Planning | President |
| Vice President--Administration | President |
| Director--Instruction | Vice President |
| Vice President--Planning | President |
| Assistant to President | President |
| Assistant to President | President |
| Dean--Development | President |
| Manager--Research and Reporting | Vice President |
| Director--Planning | Dean |
| Director--Planning and Research | Assistant Chancellor |
| Director--Academic Planning | Vice President |
| Dean--College Services | Vice president |
| Research Specialist | Dean |
| Dean--Research and MIS | President |
| Director--Planning and Research | President |
| Vice President--Educational Planning | President |
| Coordinator--Planning and Grants | Director--College Planning and Development |
| Director--Planning and Research | Vice President |
| Director--Planning and MIS | President |
| Vice President--Instruction | President |
| Executive Dean | President |
| Director--Planning and Contract Services | President |
| Director--Institutional Research and Grants | President |
| President | Board |
| Dean--Planning and Development | Vice President |
| Manager--Division | Assistant Director |
| Director | Superintendent |
| President | Board |
| Dean | President |
| Director--Planning and Development | Vice President |
| Director--Research, Evaluation, and Program Planning | Assistant Superintendent |
| Director--Planning | President |

| | |
|---|---|
| Assistant to the President | President |
| Vice President--Instruction | President |
| President | Chancellor |

**Development Function**

| | |
|---|---|
| Chief Instructor | Director--Education |
| Program Chairperson | Assistant Director |
| Associate Dean | President |
| Director of Grants | Vice President |
| Dean--College Relations and Development | President |
| Director--Development | Vice President |
| Director--Instruction | Vice President |
| Coordinator--Public Service | Vice President |
| Resource Analysis Officer | Vice President |
| None | Associate Dean |
| Dean--Development | President |
| Vice President--Development | President |
| Director--Resource Development | Assistant Chancellor |
| Director--Grants and Management | Vice President |
| Director--Resource | Development Vice President |
| Dean--College Services | Vice President |
| Officer--Resource Development | Dean |
| Dean--Research and MIS | President |
| Director--Planning and Research | President |
| Vice President--Educational Planning | President |
| Coordinator--Planning and Grants | Director--College Planning and Development |
| Director--Financial Development | Vice President |
| Director--Finance | President |
| Vice President--Instruction | President |
| Officer--College Development | President |
| Director--Planning and Contract Services | President |
| Director--Institutional Research and Grants | President |
| President | Board |
| Coordinator--Grants | Dean |
| Manager--Division | Assistant Director |
| Administrator--Program | Director |
| Director--Research and Planning | Vice President |
| Director--Development | President |
| Director--Development | President |
| Director--Community Liason Projects | Vice President |
| Director--Research, Evaluation, and Program Planning | Assistant Superintendent |

| | |
|---|---|
| Director--Resource Development | Business Manager |
| Coordinator--Resource Development | Associate Dean |
| Director--Development and Foundations | Vice President |
| Dean--Community Service | President |

APPENDIX L

COMPARISON OF NUMBER OF WISCONSIN VTAE DISTRICTS AND THE NUMBER OF NON-WISCONSIN DISTRICTS HAVING STAFF PERFORM TASKS

COMPARISON OF NUMBER OF WISCONSIN VTAE DISTRICTS AND THE NUMBER OF NON-WISCONSIN DISTRICTS HAVING STAFF PERFORM TASKS

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.1 | Educational/Experimental Research Studies | | | | |
| 5.1a | Design/develop | 14 | 88 | 31 | 76 |
| 5.1b | Conduct/implement | 14 | 88 | 31 | 76 |
| 5.1c | Contract out for research studies | 8 | 50 | 13 | 32 |
| 5.1d | Prepare report | 14 | 88 | 31 | 76 |
| 5.1e | Disseminate reports | 14 | 88 | 31 | 76 |
| 5.2 | Short- and Long-Range Plans | | | | |
| 5.2a | Develop vocational education program plans | 16 | 100 | 36 | 88 |
| 5.2b | Develop facility plans | 15 | 94 | 36 | 88 |
| 5.2c | Develop financial plans | 14 | 88 | 37 | 90 |
| 5.2d | Develop population projections | 14 | 88 | 29 | 71 |
| 5.2e | Develop labor force projections | 13 | 81 | 26 | 63 |
| 5.2f | Develop enrollment projections | 14 | 88 | 39 | 95 |
| 5.2g | Analyze business/industry/agricultural trends | 13 | 81 | 32 | 78 |
| 5.2h | Identify emerging occupations | 16 | 100 | 35 | 85 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.2i | Identify changing job skills | 16 | 100 | 36 | 88 |
| 5.2j | Establish school research/development priorities | 16 | 100 | 36 | 88 |
| 5.3 | Grantsmanship/Application for Funds | | | | |
| 5.3a | Develop applications for Vocational Education Act funds | 15 | 94 | 38 | 93 |
| 5.3b | Develop applications for CETA/JTPA funds | 16 | 100 | 35 | 85 |
| 5.3c | Develop applications for funds from foundations | 15 | 94 | 38 | 93 |
| 5.4 | School/District Informational Reports | | | | |
| 5.4a | Prepare statistical/analytical reports | 16 | 100 | 40 | 98 |
| 5.4b | Prepare operational reports | 15 | 94 | 39 | 95 |
| 5.4c | Prepare state and federal enrollment reports | 16 | 100 | 39 | 95 |
| 5.4d | Prepare state and federal financial reports | 16 | 100 | 38 | 93 |
| 5.4e | Prepare self-study/accreditation reports | 16 | 100 | 38 | 93 |
| 5.4f | Prepare grant progress reports | 15 | 94 | 40 | 98 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.4g | Prepare institutional performance reports | 16 | 100 | 37 | 90 |
| 5.4h | Prepare facility utilization reports | 16 | 100 | 37 | 90 |
| 5.5 | Survey Research Studies | | | | |
| 5.5a | Develop research designs | 16 | 100 | 32 | 78 |
| 5.5b | Develop questions | 16 | 100 | 35 | 85 |
| 5.5c | Select population/ sample | 16 | 100 | 33 | 80 |
| 5.5d | Conduct/implement | 16 | 100 | 34 | 83 |
| 5.5e | Prepare reports of studies | 16 | 100 | 35 | 85 |
| 5.5f | Conduct graduate follow-up studies | 16 | 100 | 39 | 95 |
| 5.5g | Conduct employer follow-up studies | 15 | 94 | 36 | 88 |
| 5.5h | Conduct occupational skill/competency surveys | 16 | 100 | 27 | 66 |
| 5.5i | Conduct occupational needs/opening surveys | 16 | 100 | 35 | 85 |
| 5.6 | Institutional/District Performance/Evaluation | | | | |
| 5.6a | Develop institutional evaluation models/plans | 16 | 100 | 36 | 88 |
| 5.6b | Conduct vocational program evaluation | 15 | 94 | 37 | 90 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.6c | Conduct faculty and staff evaluation | 14 | 88 | 35 | 85 |
| 5.6d | Conduct support services/department evaluation | 13 | 81 | 35 | 85 |
| 5.6e | Conduct cost/benefit/ effectivess/studies | 13 | 81 | 28 | 68 |
| 5.7 | New Vocational Program Development | | | | |
| 5.7a | Conduct needs assess-ment/investigation | 16 | 100 | 40 | 98 |
| 5.7b | Develop new program proposals | 16 | 100 | 40 | 98 |
| 5.7c | Locate/obtain job/task lists | 16 | 100 | 33 | 80 |
| 5.7d | Conduct job/task analysis | 15 | 94 | 30 | 73 |
| 5.7e | Develop curriculum | 16 | 100 | 37 | 90 |
| 5.8 | Informational Services | | | | |
| 5.8a | Manage curriculum resource library | 14 | 88 | 33 | 80 |
| 5.8b | Manage research/develop-ment resource library | 16 | 100 | 29 | 71 |
| 5.8c | Develop Management Information Systems (MIS) | 14 | 88 | 37 | 90 |
| 5.8d | Manage Management Information Systems | 13 | 81 | 34 | 83 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.8e | Conduct complete search of data bases (ERIC, etc.) | 14 | 88 | 32 | 78 |
| 5.8f | Manage professional development library | 13 | 81 | 26 | 63 |
| 5.8g | Disseminate fund (RFP) information to faculty/staff | 15 | 94 | 35 | 85 |
| 5.9 | Miscellaneous Activities and Tasks | | | | |
| 5.9a | Develop school/district policy recommendation | 16 | 100 | 39 | 95 |
| 5.9b | Develop school/district budgets | 16 | 100 | 40 | 98 |
| 5.9c | Manage foundation office | 16 | 100 | 30 | 73 |
| 5.9d | Manage alumni office | 14 | 88 | 20 | 49 |
| 5.9e | Manage affirmative action program | 16 | 100 | 35 | 85 |
| 5.9f | Develop faculty/staff in-service program | 16 | 100 | 35 | 85 |

APPENDIX M

COMPARISON OF NUMBER OF WISCONSIN VTAE DISTRICTS AND THE NUMBER OF NON-WISCONSIN DISTRICTS HAVING RPD STAFF PERFORM TASKS

COMPARISON OF NUMBER OF WISCONSIN VTAE DISTRICTS AND THE NUMBER OF NON-WISCONSIN DISTRICTS HAVING RPD STAFF PERFORM TASKS

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.1 | Educational/Experimental Research Studies | | | | |
| 5.1a | Design/develop | 14 | 88 | 31 | 76 |
| 5.1b | Conduct/implement | 13 | 81 | 31 | 76 |
| 5.1c | Contract out for research studies | 8 | 50 | 15 | 35 |
| 5.1d | Prepare report | 13 | 81 | 31 | 76 |
| 5.1e | Disseminate reports | 13 | 81 | 31 | 76 |
| 5.2 | Short- and Long-Range Plans | | | | |
| 5.2a | Develop vocational education program plans | 16 | 100 | 32 | 78 |
| 5.2b | Develop facility plans | 14 | 88 | 27 | 66 |
| 5.2c | Develop financial plans | 12 | 75 | 31 | 76 |
| 5.2d | Develop population projections | 14 | 28 | 26 | 63 |
| 5.2e | Develop labor force projections | 14 | 88 | 26 | 63 |
| 5.2f | Develop enrollment projections | 15 | 94 | 36 | 88 |
| 5.2g | Analyze business/industry/agricultural trends | 13 | 81 | 31 | 76 |
| 5.2h | Identify emerging occupations | 16 | 94 | 31 | 76 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.2i | Identify changing job skills | 15 | 94 | 28 | 68 |
| 5.2j | Establish school research/development priorities | 16 | 100 | 36 | 88 |
| 5.3 | Grantsmanship/Application for Funds | | | | |
| 5.3a | Develop applications for Vocational Education Act funds | 15 | 94 | 35 | 85 |
| 5.3b | Develop applications for CETA/JTPA funds | 15 | 94 | 33 | 80 |
| 5.3c | Develop applications for funds from foundations | 11 | 69 | 37 | 90 |
| 5.4 | School/District Informational Reports | | | | |
| 5.4a | Prepare statistical/analytical reports | 12 | 75 | 39 | 95 |
| 5.4b | Prepare operational reports | 11 | 69 | 34 | 83 |
| 5.4c | Prepare state and federal enrollment reports | 9 | 56 | 35 | 85 |
| 5.4d | Prepare state and federal financial reports | 10 | 63 | 26 | 63 |
| 5.4e | Prepare self-study/accreditation reports | 13 | 81 | 34 | 83 |
| 5.4f | Prepare grant progress reports | 14 | 88 | 36 | 88 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.4g | Prepare institutional performance reports | 13 | 81 | 32 | 78 |
| 5.4h | Prepare facility utilization reports | 13 | 81 | 30 | 73 |
| 5.5 | Survey Research Studies | | | | |
| 5.5a | Develop research designs | 16 | 100 | 30 | 73 |
| 5.5b | Develop questions | 16 | 100 | 33 | 80 |
| 5.5c | Select population/ sample | 16 | 100 | 31 | 76 |
| 5.5d | Conduct/implement | 16 | 100 | 32 | 78 |
| 5.5e | Prepare reports of studies | 16 | 100 | 33 | 80 |
| 5.5f | Conduct graduate follow-up studies | 11 | 69 | 35 | 85 |
| 5.5g | Conduct employer follow-up studies | 12 | 75 | 33 | 80 |
| 5.5h | Conduct occupational skill/competency surveys | 14 | 88 | 20 | 49 |
| 5.5i | Conduct occupational needs/opening surveys | 14 | 88 | 29 | 71 |
| 5.6 | Institutional/District Performance/Evaluation | | | | |
| 5.6a | Develop institutional evaluation models/plans | 14 | 88 | 33 | 80 |
| 5.6b | Conduct vocational program evaluation | 14 | 88 | 31 | 76 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.6c | Conduct faculty and staff evaluation | 9 | 56 | 21 | 51 |
| 5.6d | Conduct support services/department evaluation | 8 | 50 | 28 | 68 |
| 5.6e | Conduct cost/benefit/ effectivess/studies | 11 | 69 | 24 | 59 |
| 5.7 | New Vocational Program Development | | | | |
| 5.7a | Conduct needs assess-ment/investigation | 16 | 100 | 37 | 90 |
| 5.7b | Develop new program proposals | 14 | 88 | 28 | 68 |
| 5.7c | Locate/obtain job/task lists | 11 | 69 | 19 | 46 |
| 5.7d | Conduct job/task analysis | 9 | 56 | 19 | 46 |
| 5.7e | Develop curriculum | 9 | 56 | 16 | 39 |
| 5.8 | Informational Services | | | | |
| 5.8a | Manage curriculum resource library | 4 | 25 | 11 | 27 |
| 5.8b | Manage research/develop-ment resource library | 11 | 69 | 27 | 66 |
| 5.8c | Develop Management Information Systems (MIS) | 11 | 69 | 32 | 78 |
| 5.8d | Manage Management Information Systems | 6 | 38 | 26 | 63 |

| | Tasks | Wisconsin VTAE Districts No. | % | Non-Wisconsin Districts No. | % |
|---|---|---|---|---|---|
| 5.8e | Conduct complete search of data bases (ERIC, etc.) | 12 | 75 | 23 | 56 |
| 5.8f | Manage professional development library | 7 | 44 | 13 | 32 |
| 5.8g | Disseminate fund (RFP) information to faculty/ staff | 12 | 75 | 32 | 78 |
| 5.9 | Miscellaneous Activities and Tasks | | | | |
| 5.9a | Develop school/district policy recommendation | 13 | 81 | 31 | 76 |
| 5.9b | Develop school/district budgets | 14 | 88 | 28 | 68 |
| 5.9c | Manage foundation office | 7 | 44 | 19 | 46 |
| 5.9d | Manage alumni office | 2 | 13 | 10 | 24 |
| 5.9e | Manage affirmative action program | 6 | 38 | 17 | 41 |
| 5.9f | Develop faculty/staff in-service program | 8 | 50 | 19 | 46 |

ERIC Clearinghouse for Junior Colleges
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